GENERAL REPORT

Public Instruction

IN THE

NORTH-WESTERN PROVINCES AND OUDH

FOR THE YEAR 1886-87.

ALLAHABAD:

NORTH-WESTERN PROVINCES AND OUDH GOVERNMENT PRESS.

1887.

ERRATA.

Page.	Para.	Detail.
3	4	Comparative statement of expenditure, column 1885-86, cost of educating each pupil to Government, against total—*Read* '4·9' *for* '4·6.'
17	32	First line—*Read* 'are' *for* 'is.'
18	36	Fifth line—*Read* 'have' *for* 'has.'
21	43	Attendance in zila schools, column 1886, percentage in section, against total high section—*Read* '9' *for* 'blank.'
42	89	Statement of average number of scholars, column 1886, receiving stipends, against Meerut—*Read* '33' *for* '23.'
44	95	Fifth line—*Read* 'number' *for* 'numbers.'
54	...	Fifth line—*Read* 'which' *after* 'to.'
56	120	Last line but one—*Read* 'schools *in* 1886' *for* 'schools, 1886.'
59	130	Fifteenth line—*Read* 'is' *for* 'are.'
59	132	Column total, head expenditure against secondary English—*Read* '21,255' *for* '21,258.'
60	135	Seventh line—*Read* 'the annual' *for* 'annual the.'
72	Appendix III.	Under head Hindi, number who passed, column absolute number, against Hardoi—*Read* '1' *for* 'blank.'
73	Do.	Under head Urdu, number who passed in I Division, against Great Grand Total—*Read* '5' *for* 'blank.'
79	Appendix V.	Tahsíli (Town) Schools— Class IV, against total of Allahabad Division—*Read* '32' *for* '032.' Class VI, against total of Jhánsi Division—*Read* '45' *for* '4.' Class IV, against Kumaun—*Read* '20' *for* '2.'
80	Appendix VI.	Second line of Rule 1—*Read* 'or' *for* 'are.'
90	General Table II.	Column Secondary Schools, under head School Education General, against cost to local funds—*Read* '6-9-4' *for* '6-9-0.'

E. WHITE,

Director, P. I., N.-W. P. and Oudh.

GENERAL REPORT

ON

PUBLIC INSTRUCTION, N.-W. P. AND OUDH,

FOR THE YEAR 1886-87.

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GENERAL REPORT

ON

PUBLIC INSTRUCTION IN THE N.-W. P. AND OUDH,

For the Academic Year 1886-87.

From—The Director of Public Instruction, N.-W. P. and Oudh,

To—The Secretary to Government, N.-W. P. and Oudh.

SIR,—I have the honor to forward the following report on the work of this department during the year 1886-87.

SECTION 1—GENERAL AND STATISTICAL SUMMARY.

1. The statistics in the general tables printed at the end of this report relate to year ending on the 31st March, 1887, but the results of the public examinations for the term, which were completed *after* March, are included in those tables, and the history of the department is brought down to the close of the academic year at the end of June. The present report should therefore be considered as dealing with the academic year ending with June, 1887.

2. The following is a comparison of the expenditure from all sources for the last two years.

Comparative statement of expenditure from all sources for the year ending 31st March, 1887.

	1887.	1886.
	Rs.	Rs.
Direct Expenditure.		
Colleges	3,52.132	3,48.218
Schools (General)	17,32,751	17,13,728
Ditto (Special)	85,545	74,352
Total ...	21,70,428	21,36.298
Indirect Expenditure.		
University	12,819	11,592
Direction	38,462	40,708
Inspection	2,40,427	2,45,346
Scholarships	99,714	91,183
Buildings	2,31,073	3,26,428
Apparatus	12,572	...
Miscellaneous	62.510	65,641
Total ...	6 97,877	7 80,888
Grand Total ...	28,68,305	29,17,186

The increased expenditure under the head of special schools is due to the extension of the schools for patwâris under the Department of Land Revenue and Commerce.

In the following statement I give a comparison of the expenditure from public funds :—

Comparative statement of expenditure from public funds (Provincial and Local) for the year ending 31st March, 1887.

	1887.	1886.
	Rs.	Rs.
Direct Expenditure.		
Colleges	2,51,846	2,52,749
Schools (General)	10,34,194	10,47,568
Ditto (Special)	73,076	68,309
Total ...	13 59,116	13,68,621
Indirect Expenditure.		
Direction	38 462	40,708
Inspection	2,40.412	2,45,346
Scholarships	58,557	52,415
Buildings	1,28,981	1,60,365
Apparatus	8,448	...
Miscellaneous	60,758	65,641
Total ...	5,35,618	5,64,475
Grand Total ...	18,94,734	19,33,096

3. In the above general abstracts the expenditure on all classes of institutions, whether connected with this department or not, is included. In the following detailed abstracts referring to direct expenditure only, the statistics relate to the institutions dealt with by the officers of this department, excluding Roorkee College and the Medical School at Agra, the reports of which are submitted to Government separately.

Direct expenditure on Public Instruction in Institutions connected with the department.

Class of institution.	Year.	Number of institutions.	Number of scholars (average attendance)	Expenditure— From public revenues.	From municipal revenues.	Fees.	Endowments, &c.	Total.
Boys.								
For University education ..	1886	17	1,084	1,17,840	5,058	18,399	70,440	2,11,737
	1887	16	1,124	1,25,805	5,305	20,161	74,820	2,26,091
„ Secondary „ ...	1886	587	61,360	4,59,663	85,322	1,55,587	2,11,105	8,61,677
	1887	601	62,519	4,44,143	87,199	1,94,581	1,92,530	8,68,453
„ Primary „ ...	1886	5,054	1,76,255	5,06,558	24,470	8,909	30,057	5,69,994
	1887	4,978	1,67,883	5,16,112	22,242	14,393	34,895	5,87,642
Total ...	1886	5,658	2,58,702	10,84,061	64,850	1,82,895	3,11,602	16,43,408
	1887	5,595	2,31,526	10,86,060	64,746	2,29,135	3,02,245	16,82,186
Girls.								
University education ...	1886	1	3	...	...	192	1,380	1,572
	1887	1	1	...	...	...	...	...
Secondary „ ...	1886	22	1,688	38,199	240	64,729	82,604	1,85,772
	1887	19	1,577	35,583	...	49,368	1,05,286	190,237
Primary „ ...	1886	351	9,273	43,143	2,737	3,127	47,278	96,285
	1887	344	9,408	38,356	2,799	3,181	42,083	86,419
Total ...	1886	374	10,964	81,342	2,977	68,048	1,31,262	2,83,629
	1887	364	10,986	73,939	2,799	52,549	1,47,369	2,76,656
Total, boys and girls ...	1886	6,032	2,49,666	11,65,403	67,827	2,50,943	4,42,864	19,27,037
	1887	5,959	2,42,512	11,59,999	67,545	2,81,684	4,49,614	19,58,842
Schools for special instruction.	1886	35	1,526	53,321	60	2,683	3,350	59,364
	1887	60	3,670	58,254	...	8,962	3,507	70,723
Grand Total ...	1886	6,067	2,51,192	12,18,724	67,887	2,53,576	4,46,214	19,86,401
	1887	6,019	2,46,182	12,18,253	67,545	2,90,646	4,53,121	20,29,565

The final provincial totals for the year under report and the preceding year do not differ materially, except under the head of fee receipts, which have increased by Rs. 37,070, the increase being partly due to a difference of classification of charges in aided schools, but chiefly to the results of the introduction of a new scale of fees for the State and aided English schools. The proportions in which the several sources of income have contributed to the expenditure were as follows:—

	1887.	1886.
	Rs.	Rs.
From Public funds	60	61
„ Municipal funds	3	4
„ Fees	14	13
„ Endowments, &c.	23	22
Totals ...	100	100

The above abstracts show that the expenditure during the year has increased from the sources other than public funds, while the latter has remained stationary and bears a diminished proportion to the general expenditure.

The variations in the statistics for the secondary and primary schools are to some extent due to changes of classification, as explained in paragraph 1 of my last year's report. The statistics may be combined and compared as follows :—

Year.	Number of boys' schools.	Number of scholars	Expenditure— From public revenues.	From municipal revenues.	From fees.	From endowments, &c	Total.
			Rs.	Rs.	Rs.	Rs.	Rs
1886	5,641	237,618	9,66,221	59 792	1,64,496	2,41,162	14,31 671
1887	5,579	230,402	9,60,255	59,441	2 08 974	2 27,425	14,56,095

The diminution in the number of the scholars enrolled and the number of institutions will be found explained in the sections dealing with secondary and primary education : it is due to the introduction of an enhanced scale of fees and to greater strictness in the supervision of the registers and enrolments of primary schools.

There has been a diminution under the head of expenditure from public funds on girls' schools, owing to the withdrawal of the support given from both provincial and local funds to schools which were found to be failures. The decrease in the nominal fee income is due mainly to changes in classification of charges in the accounts of aided institutions.

The percentage of the total expenditure on each class of institution for boys which was met by the state, was as follows :—

	1887.	1886.
In colleges	56	55
In secondary schools	51	53
In primary schools	88	89

4.—I now give the usual analytical table of the direct expenditure exclusively on *institutions connected with this department, that is, either managed by the department or aided and inspected by the department.* The distribution of the funds under the administration of this department has been much the same during the last two years, and there is little material difference in the two sets of annual returns except on the increased contributions from other sources, above explained.

Comparative statement of expenditure on instruction in institutions connected with the department.

Class of institutions.	1885-86. State.	1885-86. Other sources.	1885-86. Total	1886-87. State.	1886-87. Other sources.	1886-87. Total.	Percentage of state expenditure on each class of institutions 1885-86	Percentage of state expenditure on each class of institutions 1886-87.	Cost of educating each pupil. Total cost 1885-86.	Total cost 1886-87.	Cost to Government. 1885-86.	Cost to Government. 1886-87.
Government.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Colleges ..	84,772	8,616	93,388	87,421	10,484	97,905	7 0	7 3	149·2	143·1	135·4	127·8
Secondary ...	3,21,095	90 876	4,11,971	3,05,128	1,25,551	4,30,68[illegible]	26 50	25 3	9 2	9 3	7 2	6·6
Primary ...	5,05 935	26,924	5,32,859	5,11,752	29,80[illegible]	5,41,650	41 75	42·4	3 1	3 [illegible]	2 9	3 1
Special ...	44,593	48	44,644	44 925	202	45,127	3 68	3·7	118 7	12[illegible] 9	118 [illegible]	122·4
Aided.												
Colleges ...	33,068	66,844	99,912	38,384	69,502	1,07 886	2·73	3·2	243 1	209·7	80·4	95 9
Secondary ...	1,76,767	4,29,366	6,06 13[illegible]	1,74,598	4,27,519	6,02,117	14 59	14 5	37·0	37 4	10 [illegible]	10 8
Primary ...	43,766	80,858	1,24,624	41,716	78,676	1,21,392	3 61	3·5	12·1	11·4	4 2	4·0
Special .	1 680	3,524	5 204	1,680	2,921	4,601	·14	·1	16·8	21 1	6 1	8·0
Total ...	12,11,679	7,07,056	19,18 735	12,08,604	7,44,756	19,51 360	100	100	7 8	8·2	4·6	5 0

5. For convenience of reference I bring together in the following abstract all the principal statistics relating to the several classes of educational institutions for

the last two years. Explanations of the principal differences will be found under the several sections dealing with the schools and colleges.

Comparative statement for the two years ending March, 1886 and 1887, respectively.

Class of institutions.		Number of institutions.	Number of scholars.	Expenditure (direct only). Public revenues.	Municipal revenues.	Fees.	Subscriptions.	Endowments, &c.	Total.
				INSTITUTIONS FOR MALES.					
Government.		Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.
Colleges ...	1886 ...	4	626	84,772	...	7,403	...	1,213	93,388
	1887 ...	4	684	87,421	...	8,809	...	1 675	97,905
Secondary ...	1886 ...	477	44,762	3,21,095	17,885	62,209	2,912	7,870	4,11,971
	1887 ...	490	46,155	3,05,128	21,699	94,342	2,326	7,187	4,30,682
Primary ...	1886 ...	4,915	1,69,687	4 89,288	19,074	3,739	1,504	1,101	5,14,706
	1887 ...	4,835	1,61,108	4 95,177	19,372	6,598	1,070	1,193	5,23,410
Special ...	1886 ...	29	1,245	51,521	...	2,486	...	15	54,022
	1887 ...	55	3,456	56,394	...	8,962	...	586	65,942
Aided.									
Colleges ...	1886 ...	7	411	33,068	5,058	9,494	2,715	49,577	99,912
	1887 ...	7	400	38,884	5,305	10,076	1,312	52,809	1,07,886
Secondary ...	1886 ...	92	14,739	1,38,568	17,437	89,610	30,461	1,45,785	4,21,861
	1887 ...	91	14 525	1,39,015	15,500	96,759	34,320	1,26,286	4,11,860
Primary ...	1886 ...	92	4,964	17,270	5,396	4,749	9,747	10,056	47,218
	1887 ...	100	5,264	20,935	2,870	7,039	11,885	12,779	55,508
Special ...	1886 ...	3	157	1,200	60	147	384	2,093	3,884
	1887 ...	2	92	1,200	...	...	...	2,201	3,401
TOTAL ...	1886 ...	5,620	2,36,591	11,36,782	64,910	1,79,837	47,723	2,17,710	16,46,962
	1887 ...	5,584	2,31,684	11,43,654	64,746	2,32 585	50 913	2,04,716	16,96,614
Unaided.									
Colleges ...	1886 ...	6	47	...	...	1,502	9 506	7,429	18,437
	1887 ...	5	40	...	...	1,276	9,108	9,916	20,300
Secondary ...	1886 ...	18	1,859	...	...	3,768	5,375	18,704	27,845
	1887 ...	20	1,839	...	...	3,480	3,929	18,482	25,891
Primary ...	1886 ...	46	1,607	...	...	421	2 922	4,727	8,070
	1887 ...	43	1,511	...	...	756	3,422	4,546	8,724
Indigenous ...	1886 ...	7 114	77,574	...	...	...	...	...	...
	1887 ...	6,760	75,297	..	...	...	...	...	...
GRAND TOTAL...	1886 ...	12,804	3,17 678	11,36,782	64,910	1,85,528	65,524	2,48,570	17,00,314
	1887 ...	12,412	3,10,371	11,43,654	64,746	2,38,097	67,372	2,37,660	17,51,529
				INSTITUTIONS FOR FEMALES.					
Government.									
Primary ...	1886 ...	170	3,761	16,647	1,247	...	252	7	18,153
	1887 ...	168	3,692	16,575	1,373	...	226	66	18,240
Special ...	1886 ...	2	4	120	...	...	...	18	138
	1887 ...	2	6	180	...	...	...	...	180
Aided.									
Secondary ...	1886 ...	19	1,620	38,199	240	64,729	5,225	75,879	1,84,272
	1887 ...	19	1,577	35,583	...	49,368	10,648	94,638	1,90,237
Primary ...	1886 ...	173	5 318	26,496	1,490	3,125	16,522	29,773	77,406
	1887 ...	159	5,360	21,781	1,196	3,181	10,647	29,079	65,884
Special ...	1886 ...	1	120	480	...	...	...	840	1,320
	1887 ...	1	116	480	...	...	720	...	1,200
TOTAL ...	1886 ...	365	10,823	81,942	2,977	67,854	21,999	1,06,517	2,81,289
	1887 ...	349	10,751	74,599	2,569	52,549	22 241	1,23,783	2,75,741
Unaided.									
Colleges ...	1886 ...	1	3	...	...	192	...	1,380	1,572
	1887 ...	1	1	...	...	...	...	...	...
Secondary ...	1886 ...	3	68	...	...	...	...	1,500	1,500
	1887* ...	...	...	...	...	...	...	...	...
Primary ...	1886 ...	8	194	...	...	2	..	724	726
	1887 ...	17	356	...	230	...	...	2,065	2,295
Indigenous ...	1886 ...	118	1,288	...	...	...	...	...	...
	1887 ...	106	1,758	...	..	...	...	...	...
GRAND TOTAL	1886 ...	495	12,376	81,942	2,977	68,048	21,999	1,10,121	2,85,087
	1887 ...	473	12 866	74,599	2,799	52,549	22,241	1,25,848	2,78,036
GRAND TOTAL OF INSTITUTIONS FOR MALES AND FEMALES.	1886...	13,299	3,30,054	12,18,724	67,887	2,53,576	87,523	3,58,691	19,86,401
	1887 .	12,885	3,23,237	12,18,253	67,545	2,90,646	89,613	3,63,508	20,29,565

N. B.—Roorkee College and Agra Medical School are not taken into account in the above statement.

* Returns not received.

6. From the review of the year's operations in the following sections it will appear that decided progress has been made in university education both in the number of the students enrolled and the quality of the instruction imparted, as tested by the university examinations; that the secondary schools, both English and vernacular, have produced scholars better taught and, notwithstanding an enhanced rate of fees, have suffered no important diminution in the attendance in their secondary classes; that the primary schools have improved in the standard of instruction, and the diminution in the attendance is merely nominal, for there is no reason to believe there has been any real decrease in the number of *learners* as distinguished from the number whose names are on the school rolls.

SECTION II.—CONTROLLING AGENCIES.

7. Mr. Lloyd, who has so long held the office of Inspector of the Agra Division, went on furlough for a year from the beginning of October, and the inspection work of his division was carried on by Mr DeMello, headmaster of the zila school, Etáwah. No change occurred during the year in the Inspectorships of the other divisions. At the beginning of the session Mr Archibald E. Gough, a professor of the Presidency College, Calcutta, was transferred to these provinces and placed in charge of the Muir College. The only other change of importance was the final retirement of Mr. Kibble from the Professorship of English in the Benares College, and the appointment to the office substantively of Mr. Arthur Venis, M A., Oxon, who had long officiated for him.

8.—The remarks made in paragraph 12 of my report last year, regarding the control of schools by the district boards, are equally applicable to the year under report. I give the following extracts from the reports from the district officers on the subject. Mr. Finlay writes from Agra :—" I had much pleasure, while submitting the report of the previous year, in bringing to your notice that the various local boards in this district had shown especial interest in the schools committed to their charge, and I have the same satisfaction in being able to assure you that in the year now under review the exertions and interest of the boards have in no way diminished. On the contrary, the boards have applied themselves to this part of their work with a sustained zest and perseverance which exceeded my largest expectations." Mr. Fraser writes from Bánda :—" The committees, both local and district, seem, as far as I have observed during my short time here, to take a very fair interest in education. One member, Chandidin Dube, has built a school-house at his own expense in Khandeh." Regarding the Jaunpur Board Mr. Mackintosh reports :—" As I noted last year, the district board takes a great interest in the department of education. Questions of shutting up and opening schools are generally warmly debated, and as there usually are several members of the board intimately acquainted with each locality in question, these matters are thoroughly threshed out and correct conclusions usually arrived at. I consider that, on the whole, the district board has done its duty with respect to education in a satisfactory manner." Regarding Moradabad Mr. Meston reports :—" There cannot be said to be a strong popular enthusiasm about education in the district, and I do not think any of the members of the present district board make a specialty of the subject. The district board is moreover very tender with applications for increase of pay and promotion, but disinclined to accede to adequate punishments; and I consider schoolmasters should be as liable for their faults as the members of any other branch of the public service."

SECTION III.—UNIVERSITY EDUCATION.

English Arts Colleges

9. In the following abstract is given the average attendance monthly at the five Colleges and the eight High Schools to which college departments were attached. The statistics refer exclusively to the attendance in the English Arts departments of the institutions which are affiliated to the Calcutta University :—

English Arts Colleges.

Serial number.	Name of College.	Average number enrolled monthly during year ending 31st March, 1887.	1886.
	Colleges.		
1	Muir College, Principal, Mr. A E. Gough	141	121
2	Canning College, Principal Mr. M. J White	87	88
3	Agra College, Principal, Mr. A. Thomson	82	65
4	Benares College, Principal, Dr. Thibaut	72	54
5	Aligarh* College, Principal, Mr. T Beck	38	42
	Total ...	420	370
	College Departments of High Schools.		
6	Bareilly Zila	28	21
7	Fyzabad Zila	12	12
8	London Mission, Benares	11	14
9	St. John's, Agra	8	9
10	Ramsay, Almora	8	6
11	St. Peter's, Agra	1	2
12	St George's, Mussoorie	0	1
13	Girls', Allahabad	1	3
	Total ...	69	68
	Grand Total ...	489	438

* That is, the Muhammadan Anglo-Oriental College at Aligarh.

The increase, in the attendance of 51 is equivalent to an increase of 12 per cent. It is confined to Muir, Agra and Benares Colleges; the greatest proportional increase, equal to an increase of 33 per cent., having occurred in the latter. The numbers enrolled in the Canning and Aligarh Colleges are lower even than in the year 1884-85, when 93 were returned from the former and 40 from the latter institution. The immediate cause of the reduction in the numbers attending the Aligarh College was the introduction by the managing committee of a rule requiring all scholarship holders to live in the college precincts. The Principal, Mr Beck, writes: "This rule was passed in the expectation that its immediate result would be to diminish our numbers, and it would have been maintained even if the college had not been able to rally at once in that respect. We consider it one of the most essential parts of the training we give our students that they should reside in the boarding-house and come under the intellectual and social influences that we can to some extent bring to bear upon them."

Regarding the attendance of the Canning College, the Principal, Mr. Michael J. White, writes: "We get very few students from the district schools, and have therefore to depend mainly on our own entrance class. If it passes a small number, the first year's class, which ought to be our largest, is small. The Jabalpur students have not come to us as usual, as they have now a college of their own. A number of Bengáli students used to join us from outside the province. These now go down to Calcutta to the Albert College, &c."

10. The extent to which each college was aided in attracting students by scholarships will be seen from the following statement:—

	No. of students on the rolls on 31st March, 1887.	
	With scholarships.	*Self-supporting.*
Muir College	56	79
Canning College	27	58
Agra "	36	48
Benares "	34	31
Aligarh "	31	10
Total ...	184	226
Bareilly	27	0
Fyzabad	8	4
London Mission, Benares	6	4
Ramsay, Almora	4	5
St. John's, Agra	1	7
St Peter's "	1	0
Total ...	47	20
GRAND TOTAL ...	231	246

Last year the number returned as self-supporting students was 229, and as scholarship-holders, 219; thus the chief increase in the numbers attending the colleges is found among the self-supporting students, a satisfactory sign of the progress of university education in these provinces. It is worthy of note in the above abstract that the college classes attached to the Bareilly zila school have not succeeded in attracting a single self-supporting student, and only 20 students of this class have found their way to the schools in the second group.

Expenditure on English Arts Colleges.

The following is a comparison of the expenditure during the last two years on the Arts classes of the six colleges, Government and Aided:—

	1887 Rs.	1886 Rs.
From public funds	1,04,760	97,529
" municipal "	5,305	5,058
" fees	14 869	13,288
" other sources	51,435	47,684
Total ...	1,76,369	1,63,559

There has thus been a slight increase in the expenditure derived from each source. Owing, however, to the increase in the number of students, the average cost per student has fallen from Rs. 418 to Rs. 394. The following are the comparative figures for the last two years, in the five colleges:—

Average annual cost per student.

Colleges—	1887. Rs.	1886. Rs.
Benares	335	435
Agra	357	443
Muir	406	439
Canning	403	408
Aligarh	580	446

It will be seen that, relatively to the numbers under instruction, the cost at Benares was lowest.

12. The proportion of the expenditure from public funds on these five colleges has been reduced from 60 to 59 per cent. of the total expenditure, the proportion paid from fees having increased from 8 to 8·4 per cent. The other sources of income to the colleges contributed to the total expenditure in the same proportions as reported in paragraph 20 of last year's report. The following shows the expenditure from public funds on each of the five colleges, and the average annual cost per student :—

Expenditure from Public Funds (Arts Colleges).

	Amount.		Incidence per student on average enrolled.	
	1887.	1886.	1887.	1886.
Government Colleges.	Rs.	Rs.	Rs.	Rs.
Muir	51,194	47 751	363	395
Benares	20,230	20,592	281	381
Total ...	71,424	68,343	335	390
Aided Colleges.				
Canning	15,647	15,586	180	177
Agra	6,417	5,800	78	90
Aligarh	6,000	6,000	158	143
Total ...	28,064	27,386	135	140
GRAND TOTAL ...	99,488	95,729	237	258

It should be noted that the chief source of income enjoyed by the Agra College is the endowments which were transferred with the college to the committee of management.

THE UNIVERSITY EXAMINATIONS.

13. *The results of the M. A. Examinations of November, 1886.*

College—	*Candidates.*	*Passed.*
Muir	8	4
Agra	3	1
Benares	2	1
Aligarh	1	0
	14	6

One of the successful candidates passed in moral science, and the other five in English. Krishna Govind Deshpande, a student of the Muir College, stood fourth in order of merit in the university list. The general reesult was, howevr, decidedly inferior when compared to that obtained by the colleges of the lower provinces, which succeeded in passing 59 out of the 78 candidates who entered, a percentage of passes of 75 against the 43 per cent. of our colleges. The inferior position which the Muir College still holds in respect of this examination may be gathered from the fact that the Presidency College sent up 37 students for the M. A. degree, of whom 31 passed. None of our colleges has, in fact, a staff of professors strong enough to carry the students effectually through the course required for the master's degree as well as through those for the ordinary degree and the bachelor's degree with honors. In the one subject English, for example, there are now six distinct university courses including the course for the M.A., and each college therefore requires two Professors of English to do justice to this one subject. The Muir College alone has a staff which can, without overstraining the professors or neglecting the junior students, teach the complete university course, and in the present state of the college professoriate, and as long as the number of students proceeding to the M. A. degree remains so limited, it would be best to restrict the M. A. course to this one college.

Compared with the preceding year, when out of 8 candidates only 2 succeeded in taking the master's degree, the above figures for our colleges show an improvement.

The B. A. Examination.

14. In the following abstract is shown the number of students from each college who passed the bachelor's examination in the year under report and the preceding year:—

Serial No.	College.	*Number of B. A. Graduations.*					
		1887.			1886.		
		Candidates.	Passed.	Percentage.	Candidates.	Passed.	Percentage.
1	Muir ...	32	24	75	23	15	65
2	Agra ...	16	14	88	7	6	86
3	Canning ...	20	13	65	25	15	60
4	Aligarh ...	10	7	70	8	2	25
5	Benares ...	6	5	83	14	8	57
	Total ...	84	63	75	77	46	60
6	London Mission, College Department.	4	3	75	6	4	67
	GRAND TOTAL,	88	66	75	83	50	60

The steady increase in the number of bachelor's degrees taken during the last five years is worthy of note:—

Year.	Graduations from North-Western Provinces and Oudh colleges.
1883	28
1884	33
1885	37
1886	50
1887	66

During the last three years the number of students annually taking degrees from the colleges of these provinces has doubled. The increased number of graduations from the Muir and Agra Colleges is the most noteworthy.

The proportion of the candidates who succeeded in graduating has improved in every college, and was considerably higher than that in the university generally, namely 52 per cent.

The following abstract giving the result of the examination of the candidates from the four principal mufassil colleges of the Lower Provinces, shows that our colleges are entitled to take a high relative position.

B. A. Examination result, 1887.

Mufassil colleges under the Government of Bengal.	No. of candidates entered for the examination.	No. passed	Percentage of passes.
Patna College	30	17	56·7
Hughli "	31	17	54·8
Dacca "	50	23	46·0
Rajshaye "	16	5	31·2

In the next abstract I give the details of the subjects in which the candidates took honours.

Details of the degrees taken at the B. A. Examination.

Name of College.	Number passed.	Candidates with honours.			Subject in which honours taken.													Remarks.
		1st Division.	2nd Division.	Total.	English.		Arabic		Persian.		Sanskrit.		History.		Mathematics.		Mental and moral science.	
					1st Division	2nd Division.	1st Division.	2nd Division.	1st Division.	2nd Division.	1st Division.	2nd Division.	1st Division	2nd Division.	1st Division.	2nd Division	1st Division.	2nd Division.	
Muir College	24	2	10	12 (a)	...	6	..	.	...	1	1	.	..	..	1	2	..	1	A candidate who took honours in two subjects has been counted twice.
Agra College	14	1	16	17	1	8	..	...		1	.	3	..	1	.	1	..	2	
Canning College	13	1	4	5	...	1	...	1	1	...	...	...	...	.	..	1	.	1	
Aligarh College	7	...	5	5	.	2	...	.	..	2	...	...		1	..	...	..	...	
Benares College	5	1	1	2	1	1	..	.	.	..	..	..	.	..	...	...	..	..	
London Mission College, Benares.	3	...	1	1	...	1	..	..	..	..	.	..	..	..	.	.	..	..	

(a) Two students took honours in two subjects

The Agra College achieved a distinguished success, and one of its students stood at the head of the university list in English. The high standard attained by this college at the last two university examinations is due mainly to the indefatigable exertions of the principal, Mr. Thomson, under whose able management the college has arisen from a moribund condition.*

In the following abstract are given the details for the two branches with a specification of the subjects in which the candidates failed.

A.—Course.

College.	Candidates.	Passes.	Honours.	Subjects of failures.
Muir ...	17	14	6	One in second language, one in English and one absentee.
Agra ...	10	10	8	
Canning ...	17	11	3	English and Philosophy and aggregate.
Aligarh ...	10	7	4	One in English alone, one in English and Persian one in English and Sanskrit.
Benares ...	3	2	...	One failed in English and History.
Total ...	57	44	21	

B.—Course.

Muir ...	15	10	4	One in mathematics and physical science, one in English and physical science one in mathematics and English, one absentee and one in aggregate.
Agra ...	6	4	3	One candidate in English and science and the other in English, mathematics and science.
Canning ...	3	2	2	In physical science.
Benares ...	3	3	2	
London Mission, Benares.	4	3	1	
Total ...	31	22	12	

The B or science course has attracted 31 candidates against only 15 last year. The chief increase is found in the Muir and Agra Colleges.

In the A course out of 556 candidates in the university only 23 passed with honours in the first division, one of these from the Muir College, the other from the Canning College. In the B course the Muir, Agra and Benares Colleges each passed

* The annual report on the Agra College by Mr. Thomson was not received in time to be used in this section of the report.

one candidate in the first division, and as out of 247 candidates in the university only 12 passed in the first division, the candidates of these provinces took a relatively high position.

The percentage of passes to candidates from the colleges was 77 in the A course and 71 in the B course. The corresponding percentages last year were 75 and 66 respectively.

15. *The First Arts Examination.*

College or Department of School.	1887.			1886.		
	Number of candidates.	Number of passes.	Percentage	Number of candidates.	Number of passes.	Percentage.
1. Muir	35	24	68	40	26	65
2. Agra	32	19	60	19	9	47
3. Canning	22	16	73	31	18	58
4. Benares	22	12	55	13	4	31
5. Aligarh	17	11	65	15	9	60
Total ...	128	82	64	118	66	56
6. Bareilly Zila	10	5	50	12	8	67
7. Ramsay High School, Almora ...	7	3	43	...	...	...
8. Fyzabad Zila	7	2	29	5	3	60
9. L. M., Benares	3	2	67	5	4	80
10. St. John's, Agra	3	2	67	6	5	83
Total ...	30	14	47	28	20	71
Grand Total ...	158	96	61	146	86	59

The total number of candidates who appeared at the university examinations was 1,577, of whom 855 or 54 per cent. passed. The result for the five colleges was therefore much above the average of the year.

I give the results of the F. A. examinations for the four mufassil colleges in Bengal for comparison.—

			Candidates.	Passed.	
				Number.	per cent.
Dacca College	...	...	68	45	66
Hughli "	...	...	40	30	75
Patna "	...	...	97	56	58
Rajshahye "	...	...	28	19	68
			233	150	64

Thus the proportion of the successful candidates from the five colleges of these provinces was precisely the same as that of the candidates from the four Government colleges in the mufassil of Bengal.

In the following abstract the placing of the successful candidates from the colleges of the province at the F. A. examinations of the last two years is given.

Classification of the successful candidates at the F. A. Examination :—

College.	1887.			1886.		
	First division.	Second division.	Third division.	First division.	Second division.	Third division.
1. Muir	...	9	15	3	4	19
2. Agra	...	6	13	...	4	5
3. Benares	...	5	7	...	1	3
4. Bareilly	...	4	1	...	4	4
5. Canning	1	3	12	...	3	15
6. Ramsay, Almora	1	...	2	...	...	...
7. Aligarh	...	1	10	...	4	5
8. L. M., Benares	...	1	1	...	4	...
9. Fyzabad	...	...	2	...	2	1
10. St. John's, Agra	...	...	2	...	1	4
Total ...	2	29	65	3	27	56

Relatively the placing of the students is less favourable than at the preceding examination: the same number of students passed in the divisions above the lowest though the number of successful candidates was greater. In the whole university 59 per cent. of the candidates were placed in the third division, but the above shows that for the colleges of the North-Western Provinces the proportion in this class rose as high as 68 per cent. The results however for the Muir, Agra and Benares Colleges were well above the average. The least successful was the Aligarh College.

The Departmental Examination of the First year Classes.

16. The students in the first year class of the Muir, Canning and Benares Colleges were examined by a Board of Examiners under the Principal of the Muir College, the examination being conducted on the same lines as the First Arts examination. Of the 66 students examined only nine passed. Such a general failure was somewhat surprising, but is explained by the fact that a large number of students do not settle down to steady work after first joining college, and this no doubt explains also the large proportion of failures at the F. A. examination: many students have to crowd the two years course into a short time, owing to their idleness during their first term. Mr. Michael J. White, the Principal of the Canning College, points out also that some of the students join college as a mere matter of form, while they are looking out for appointments, for which purpose the college is a good centre. "Failing in obtaining employment they betake themselves to their books, but it is too late: they are hoplessly in arrears."

Oriental Colleges.

17. The students on the rolls of the Government Sanskrit College at Benares numbered 486 on the 31st March. On the same date four years previously 399 were returned. In connection with the Jubilee of Her Majesty the Queen-Empress, the title of Mahamahopadhyaya was conferred on three Pandits of the college, Pandit Bapu Deva Sastri, C.I.E., Pandit Sudhakar Dube, and Pandit Gangadhar Sastri, in recognition of their high attainments in Sanskrit learning.

The following is a comparative statement of the results of the examination of the last two years:—

	1887.		1886.	
	Candidates.	Passed.	Candidates.	Passed.
Prathama Pariksha	29	25	42	30
Madhyama	24	17	17	12
Acharya	11	7	19	15

The diminution in numbers is ascribed to an outbreak of cholera in the city and college at the time fixed for the examinations. A not inconsiderable number of students from outstations joined the examination.

Forty-three students were on the rolls of the *Anglo-Sanskrit* department of the college in March last, and the Principal reports that at the annual examination they acquitted themselves well as a whole. He states that some of them are men of remarkable promise.

18. The *Oriental Department of the Canning College* included 96 students, of whom 21 entered as candidates at the examinations of the Panjáb University, with but indifferent success, *five* only succeeding in passing, *three* at the *Munshi* examination, *one* at the *Pragya*, and one at the *Maulvi Alim*. The Principal however points out that, though the college had in previous years sent up candidates, no notice was received by him from the Punjab university authorities of a change in the curriculum, which placed his students at a disadvantage. He notes further the irregularity in the receipt of the question papers from the Registrar: some of the examinations had to be postponed as, on the day fixed, no question papers were received, and the fourth paper of the *Munshi Alim* examination was never received at all.

LAW DEPARTMENTS OF COLLEGES.

19. The following statement gives the attendance in the law classes during the last and the two preceding years:—

	1887	1886	1885
Muir College	68	61	35
Canning College	39	48	59
Benares College	10	18	17
Agra College	12	...	...
Total ...	129	127	111

During the last two years the students attending the Muir College classes under Mr. Reid, Barister-at-law, have doubled, while the other two classes have steadily declined. The Principal of the Canning College reports that all but 15 of the students attending the law lectures were also students in the Arts Department of the College. Thirty of the students qualified at the examinations held under the High Court as follows:—

Result of the examination of law students by High Court.

College.	Number of candidates.	Examination in which they passed.				
		High Court Vakil.	Upper sub-ordinate	Lower sub ordinate.	Mukhtar.	Total.
Muir	14	2	3	3		8
Canning	23	1	6	9	2	18
Benares	4	...	...	1	1	2
Agra	4	..		1	1	2
Total ...	45	3	9	14	4	30

Two students of the Muir College class were placed 4th and 5th in order of merit among the successful candidates at the examination for the High Court vakil diploma.

Miscellaneous Statistics.

20. Some statistics of interest relating to the students in the Arts Colleges of these provinces were collected by this office in connection with the inquiries of the Public Service Commission and may be placed on record here. The average age at which the students take their B. A. degrees is under 22 years. The following shows the races to which the graduates of the last examination belonged:—

Hindustanis	48
Bengalis	16
Others	2
	66

It is noticeable that nearly one-fourth of the successful students from our colleges were Bengalis by race Of the graduates from Benares College three out of the five belonged to this race, and five out of the 13 who passed from Canning College.

21. A return was made of the occupation of the parents or guardians of the 362 students in the five colleges, when the following classification resulted :—

Government officials		248
Non-officials.		
Landholder	70	
Land agent	4	
Goldsmith	1	
Printer	4	
Banker	1	
Agent	3	
Shopkeeper	1	
Merchant	17	
Contractor	1	
Householder	1	
Clergyman	4	
Editor	1	
Uncertain	6	
		114
		362

From the above it will be seen that two-thirds of the students belong to the official classes. Of the rest, more than half are connected with landowners, many of whom probably also had official connections. Only 29 of the 362 students came from among the commercial and trading classes. The result of the enquiry is practically what might have been foreseen. University education here as elsewhere is regarded as a preparation for the professions, and few who do not belong to the professional classes join the colleges.

General Summary.

22. The following abstract gives a summary of the statistics relating to colleges of all classes during the last two years.

Colleges of all classes.

	Year.	Number of institutions.	Average number of students on the rolls, monthly.	Expenditure.				
				Provincial funds.	Fees.	Endowments.	Municipal funds.	Total.
For men.				Rs.	Rs.	Rs.	Rs.	Rs.
State Colleges ...	1886	4	626	84,772	7 403	1,213	...	93,338
	1887	4	684	87.421	8 809	1,675	...	97,905
Aided ...	1886	7	411	33 068	9,494	52,292	5,058	99,912
	1887	7	401	38,384	10,076	54,121	5,305	1,07,886
Unaided ...	1886	6	47	...	1,502	16,935	...	18,437
	1887	5	40	...	1,276	19,024	...	20,300
For women.								
Unaided ...	1886	1	8	...	192	1,380	...	1,572
	1887	1	1	...	...	...	...	...
Total ...	1886	18	1,091	1,17,840	18,591	71 820	5,058	2,13,309
	1887	17	1,126	1,25,805	20,161	74,820	5,305	2,26,091

To sum up this section of the report: The year shows decided progress in all directions of unversity education The attendance at the colleges has increased, and chiefly among the self-supporting students. The increased attendance has been accompanied by an increase in the number of the students who have qualified at each of the university examinations, and an improvement in the proportion of the candidates who have passed. The expenditure has increased, but the proportion borne by the state has diminished as has also the average annual cost for each student educated during the year.

SECTION IV.—SCHOOL EDUCATION—GENERAL.

A.—Secondary Schools for Natives.

The Calcutta University Entrance Examination.

23. The final examination for Anglo-Vernacular Schools, Government and Aided, is the Entrance Examination of the Calcutta University. The examination of the Middle Classes of these schools is conducted under this Department. For the Secondary Schools of the vernacular class the final examination is the Vernacular Middle Examination of this Department. In the following paragraphs I give the general results of these examinations, the details of which will be found in appendices I, II and III.

University Entrance Examination.

The following is a comparison of the results of the above examination for the year under report and the two preceding years:—

Year.	Number of candidates.	Passed in Division.			Total passed.	Percentage passed.
		I.	II.	III.		
1885	723	21	119	68	208	28·8
1886	719	38	128	72	238	38·1
Year under report	741	106	295	76	477	64·4

The unprecedented success of the candidates is, no doubt, chiefly due to the lowering of the standard by which they were passed, and not to any phenomenal improvement in the quality of the candidates. During the last four years the proportions of candidates from these schools who were successful at the examinations were severally 50, 28, 33, and 64 per cent., and the irregularity of the results must be ascribed to the varying standard of the examination, and not to any great change in the quality of the candidates.

24. Thirty-one candidates from Government and aided schools, and twenty-two private candidates, in all 53 candidates, attempted to pass the Entrance Examination of the Panjáb University, of whom one only was successful. Our schools however do not prepare candidates for the Panjáb course.

25. The following abstract shows the result for each of the classes of schools for the year under report and the preceding year :—

Calcutta University Entrances Examinations of 1886 *and* 1887.

Class of school.	Year.	Candidates.	Passed Division I.	Passed Division II.	Passed Division III.	Total.	Percentage of passes.
Government ...	1886 ...	301	15	76	40	131	43·5
	1887 ...	333	62	146	35	243	73·0
Aided ...	1886 ...	334	20	50	27	97	29·
	1887 ...	391	42	140	40	222	56 8
Unaided ...	1886 ...	26	3	1	2	6	23·1
	1887 ...	17	2	9	1	12	70·6

The relative inferiority of the candidates from the aided schools is as marked this year as it was last: the Government schools have this year passed 16 per cent more of their candidates than did the aided schools, and last year their superiority was marked by their passing 14 per cent. more. The number of the candidates from the unaided schools is too small to admit of any comparison being made.

26. In paragraph 46 of my last year's report I called attention to the inappropriate character of the departmental middle examination as a step towards the entrance examination. The revision of this middle standard has been deferred until the high standard of the proposed University of Allahabad has been determined. Meantime the following remarks made on the subject by Mr. M. J. White, Principal of the Canning College, in his annual report, are worthy of recording:—

"The one (the departmental middle) demands a thorough knowledge of the vernacular, while English takes a subordinate place; the other (the entrance) requires a thorough knowledge of English while the vernacular is treated as of slight importance. The one examination is two years after the other; too short a time for a boy of ordinary intelligence to adapt himself to an entirely new system. Out of the 29 boys who passed the entrance examination from the Canning College School all but 10 had required more than the assumed two years to qualify after passing the middle examination." He points out that the English history prescribed as a text book for the Entrance Examination is written in a style which to a student fresh from the middle class is unintelligible, and states as his experience that boys take two months before they are able to understand simple passages in their text-book.

27. The following statement of the races of the candidates who passed at the Entrance Examination is of sufficient interest to be placed on permanent record :—

Hindustanis	362
Bengalis	75
Europeans, Eurasians and others	40
Total	477

The small extent to which high English education has yet penetrated among the people of these provinces will be apparent when we remember that the 362 boys who have completed the high course are drawn from a population of 44 millions.

The Anglo-Vernacular Middle Examination.

28. This examination of the third or middle class of the Anglo-Vernacular Schools and of such private candidates as joined, was held on the 15th March and four following days. The general management of the examination was under Mr. Wright, Professor of English Literature at the Muir College, who was assisted by examiners selected from the Government and Aided Schools, and others unconnected with educational institutions. The success of the examination is in a great measure due to method and care which Mr. Wright brought to bear upon it. The principal examiner in English was the manager of an aided school, the first of this class to undertake a work hitherto performed by the head master of a Government High School. Many improvements were introduced by Mr. Wright in the conduct of the

examination, but the most important change was the concentration of the examinees at 15 centres. The experience of the previous years had convinced me that the examination could not any longer be effectively supervised at the head-quarters of every district, and I accordingly restricted it to those places where stronger departmental supervision could be exercised.

29. The following is a comparison of the results of the Anglo-Vernacular Examination for the North-Western Provinces and Oudh.

Comparative statement of the results of the Anglo-Vernacular Examination for North-Western Provinces and Oudh.

		Number of Candidates.	Passed.	Percentage of Passes.
Government Schools	1886	792	403	50·9
	1887	918	538	58·9
Aided Schools	1886	705	259	36·7
	1887	810	353	43·5
Other Candidates	1886	511	123	24·0
	1887	1,102	258	23·4
Total ...	1886	2,008	785	39·1
	1887	2,825	1,149	40·7

The great increase in the number of private candidates admitted to this examination is, of course, due to the strict enforcement of the Government order requiring all candidates for employment in appointments with a salary of Rs. 10 and upwards to have passed the middle or some higher examination. To the same cause must be ascribed the great increase among the candidates generally which has occurred during the last three years; their number has increased from 1,026 to 2,825, and the number declared qualified, from 606 to 1,149.

The superior success of the candidates from the Government schools is even more marked this year than last; the proportions of superiority being very nearly the same as in the case of the high examination, *viz.* 15·4 per cent. this year and 14·3 per cent. last. It is hardly necessary to remark that this superiority merely corresponds to the stronger and more highly paid staff of the state institutions. The improvement in the tuition in both classes of schools during the last year, as tested by this examination, is especially noteworthy, as the examination was conducted with greater strictness than the previous years.

The following abstract shows the number of candidates who passed in the 1st division, and the percentage to the total number of passes :—

Class of candidates.	Number of candidates classed in 1st division.		Percentage to total number of passes.	
	1886.	1887.	1886.	1887.
Government schools	68	87	16·9	16·2
Aided schools	18	29	7·0	8·2
Private students	23	29	18·7	11·2
Total	109	145	13·8	12·6

The proportions of the pupils of the schools passing in the first division were therefore much the same as the previous year, notwithstanding the large increase in the number of the candidates.

30.—*Number of candidates who failed in each subject.*

Group of candidates.		English.	Mathematics.	Second language.	History and geography.	Science.
From Government school ...	1886 ...	155	188	273	144	82
	1887 ...	234	208	283	96	114
From aided schools ...	1886 ...	210	289	244	211	131
	1887 ...	311	296	314	178	178
From private do. ...	1886 ...	...	...	...	...	...
	1887 ...	51	57	53	23	36
Other candidates ...	1886 ...	218	273	254	225	130
	1887 ...	567	611	589	421	412
Total ...	1886 ...	583	745	771	580	343
	1887 ...	1 163	1,172	1,239	718	740

Percentage of failures to total number of candidates.

From Government schools ...	1886 ...	19	22	33	17	10
	1887 ...	26	23	31	10	12
From aided schools ...	1886 ...	29	40	34	29	18
	1887 ...	38	37	39	22	22
From private do. ...	1886 ...	...	...	...	...	...
	1887 ...	50	56	53	23	36
Other candidates ...	1886 ...	42	52	49	43	25
	1887 ...	57	61	59	42	41
Total ...	1886 ...	28	36	37	23	16
	1887 ...	41	41	44	25	26

In the Government and aided schools most conspicuous failures occur as usual in the second language, showing unmistakeably the defective character of the instruction given in Persian and Hindi. English, mathematics, and second language were almost equally fatal to the private candidates, who succeeded only in the two subjects which are easily crammed from the many cheap abridgments now in use. The superior instruction given in the Government schools in English and mathematics is as marked this year as it was last.

31.—In the following statement I give the details of the number of candidates who selected each of the several "second" languages:—

	1887.	1886.
Persian	1,910	1,332
Hindi	459	310
Urdu	356	303
Sanskrit	100	89
	2,825	2,034

The pupils in Government schools are encouraged to take up Persian in preference to Urdu.

32.—As it is of interest to ascertain the castes and occupations of the *families* of the successful candidates at these examinations as showing the extent to which secondary education has spread beyond the professional classes, I append a table giving the statistics:—

Castes of successful candidates at the Anglo-Vernacular Examination.

Name of caste.	Number.
Hindus.	
Ahir	6
Brahman	237
Bania	140
Bhat	1
Carpenter	2
Khattri	81
Kayasth	376
Kalwar	3
Rajput	43
Lohar	1
Teli	4
Sonar	2
Tamoli	1
Tailor	1
Mali	2
Unspecified	32
Total Hindus	932
Muhammadans	202
Christians	15
GRAND TOTAL	1,149

The proportions of the several castes among the successful candidates is much the same as last year, the predominance of the Brahmans, Banias, Kayasths being equally conspicuous. The number of successful candidates returned as Rajputs has however doubled, a gratifying sign of the extension of education among this important class. The number of Musalman candidates who were successful has increased from 176 to 202.

Statement of occupation of father or guardian of the successful candidates.

Occupation.	Number.
Service ...	655
Shopkeeper ...	47
Astrologer ...	1
Banker ...	30
Doctor ...	16
Preacher ...	4
Priest ...	25
Schoolmaster ...	5
Agriculturist ...	35
Contractor ...	10
Pleader ...	49
Landholder ...	203
Merchant ...	32
Compositor ...	2
Carpenter ...	2
Broker ...	6
Painter ...	2
Printer ...	1
Tailor ...	1
Draper ...	1
Watchmaker ...	1
Revenue agent ...	1
Unspecified ...	20
Total ...	1,149

Thus more than half the successful candidates belonged to families whose occupation was service, Government or other. So many of the landholders are connected with Government service that probably a good many of the 203 returned under this head might have been placed in the former class.

33. The results of the examination may be summed up as follows:—There has been a large increase in the number of successful candidates, while the proportion of the candidates who passed has remained nearly unchanged. There has been, however, an improvement in the quality of the candidates from Government and Aided schools.

The Vernacular Middle Examination.

34. This examination was in charge of Dr. Thibaut, Principal of the Benares College, who conducted it with great success on the same lines as last year. The examiners were, as usual, selected from among the officers of this department and aided institutions, but improved arrangements for setting the question papers and printing them were adopted.

35. The details regarding this examination are given in appendix III. The following abstracts show the general result. In the first abstract is given the general result of the vernacular examination for the last two years :—

		Number of candidates.	Passed.	Percentage of passes.
Government schools	1886	2,105	1,045	49
	1887	2,501	1,306	52
Aided ditto	1886	136	45	33
	1887	196	62	32
Other candidates	1886	1,082	154	14
	1887	1,860	290	16
Total ...	1886	3,323	1,244	37·4
	1887	4,557	1,658	36·4

The rapid increase in the number of candidates at this examination may be seen from the fact that in 1883 only 1,708 candidates entered their names, of whom 883 passed. The number who joined this examination in April last is nearly equal to that of the candidates at the last Entrance Examination of the Calcutta University (4,974,) and most careful organisation and foresight has become necessary to prevent confusion in conducting it. Ithas also become necessary to introduce stringent measures to prevent fraud. The lowest qualification for Government service is now the certificate of having passed this examination, and there is consequently much temptation to candidates to employ unfair practices to enable them to satisfy the Board of Examiners.

37. The candidates are allowed to select the Hindi or the Persian character in answering the papers set. The following shows the number who sent in papers in each character :—

Class of candidates.	*Persian character.*			*Nagri character.*		
	Number of candidates	Number who passed.	Percentage of passes.	Number of candidates.	Number who passed.	Percentage of passes.
From Government schools ...	1,515	741	49	986	565	57
„ aided „ ...	159	46	29	87	16	43
Private candidates	1,708	252	15	152	38	25
Total ...	3,382	1,039	31	1,175	619	53

The percentage of the Persian-writing candidates remains almost exactly as last year, the Government schools having improved, while the aided have deteriorated. The greater success of the Nagri-writing candidates remains as decided as in the previous years. It is worth noting that a petition was received from some Nagri-writing candidates asking to have a longer time allowed them for answering the papers on the ground that the Nagri character cannot be written with the same rapidity as the Persian.

The following statement gives the percentage of failures in each subject.

	FAILURES IN—							
	Persian branch.				*Nagri branch.*			
	Language.	Mathematics.	History and geography.	Physical Geography and science.	Language.	Mathematics.	History and geography.	Physical geography and science.
(*a*) Government schools	22	35	15	17	24	28	4	4
(*b*) Aided „	24	43	19	42	19	54	8	8

In language and mathematics the candidates from Government schools have been more successful than last year, but they have deteriorated in the other two subjects.

38. The following statement of the castes of the successful candidates has been prepared this year for the first time. It is worthy of notice that no less than one-fourth of the successful candidates were Muhammadans, and that 147 Rajputs are returned as having qualified. It will be seen that here, as in the anglo-vernacular branch, the predominance is found among the Kayasths, Brahmans, and Banias. The increasing number of the non-literary castes who year by year succeed in passing this vernacular standard will form a useful index to the progress of secondary education among the people.

Statement of the castes of the successful candidates, Middle Class Vernacular Examination, 1887.

Name of caste.	Number.
Ahir	8
Brahman	373
Bania	176
Bhat	3
Barhai	5
Khatri	10
Káyasth	417
Kalwar	8
Rajput	147
Lodha	1
Lohar	1
Sonar	5
Teli	4
Tamoli	6
Taga	8
Ját	6
Barber	5
Kunbi	11
Kahar	2
Dhusar	2
Koeri	1
Bhuinhar	19
Halwai	2
Kandu	3
Gadaria	1
Kasera	2
Gujar	1
Kamboh (Hindu)	1
Mali	1
Nunia	1
Unspecified	10
Muhammadans	413
Total	1,658

The following statement deals with the occupations followed by the families of the successful candidates. If we could be sure that the majority of the youths from the agricultural and trading classes who qualified would follow the occupation of their fathers and not swell the already overflowing list of candidates for Government service in its lowest branches, the statement would be a hopeful indication of the spread of education among the non-literary classes.

Statement of occupation of father or guardian of successful candidates of the Middle Class Vernacular Examination, 1887.

Name of occupation.	Number.
Service	817
Zamíndár	333
Needlework	12
Commerce	36
Agriculture	225
Shopkeeper	110
Priest	46
Money-lender	44
Barber	2
Contractor	3
Beggar	2
Carpenter	2
Physician	4
Labourer	6
Ironsmith	1
Goldsmith	1
Tailor	1
Oil-seller	1
Weaver	5
Artist	5
Pleader	2
Total	1,658

39. *Receipts and Expenditure of the Middle Examinations.*

The following is a comparative statement of the expenditure on the last two departmental examinations :—

	1887.	1886.
	Rs.	Rs.
Fees to Examiners	6,925	6,675
Contingent charges at centres of examination	2,555	2,059
Ditto at office of Presidents, Board of Examiners ...	1,292	1,246
Printing charges, cost of blank books for answers, and other examination appliances.	9,556	2,260
Total expenditure, Rs. ...	20,328	12,240
Receipts from fees „ ...	21,669	14,367
	+1,341	+2,127

The Zila Schools, or State English Schools.

40. A general enhancement of the scale of fees levied from pupils in the zila schools took effect from the opening of the schools in July. In section 384 of their report the Education Commission had recommended that fees, especially in secondary schools, should be cautiously raised, and the Local Government in paragraph 25 of letter No. $\frac{388E}{III-3-10}$, dated 9th July, 1884, to the Government of India, approved of the recommendation, to which especial attention was also called in paragraph 25 of Government of India Resolution No. $\frac{10}{309}$ of the 23rd October, 1884. The scale of fees introduced was fixed after inquiries made by me of Inspectors of Schools and of the headmasters and managers of principal Government and Aided schools throughout the province.

The monthly rates of fees which were fixed in 1877 and continued unaltered down to last year were as follows:—

	High classes.	*Middle classes.*	*Lower classes.*
	Rs. a. p.	Rs. a. p.	Rs a. p.
Superior	1 0 0	0 12 0	0 8 0
Inferior	0 8 0	0 6 0	0 4 0

The zila schools were classed as superior or inferior with reference to the circumstances of the school and of the people of the town where it was located. The enhanced rates, applied to the zila schools in a similar manner, were fixed as follows:—

	High.	*Middle.*	*Upper Primary.*	*Lower Primary.*
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Superior	2 0 0	1 0 0	0 12 0	0 8 0
Inferior	1 8 0	0 12 0	0 8 0	0 6 0

In the Allahabad Zila School the monthly fee for the fifth class and all below was fixed at one rupee, for class IV at Re. 1-8, and at Rs. 2 for the third and higher classes. Headmasters were authorised to admit free 5 per cent. of the scholars in the sections above the lowest.

41. A further change was the introduction of an admission standard for all scholars joining Government schools, by which every candidate for admission is required to satisfy the headmaster (1) that he can read with intelligence an easy book in the vernacular ; (2) that he can write to dictation from the same ; (3) and can work sums at the four simple rules of arithmetic. This standard is the lower primary standard of vernacular schools, with simple instead of the compound rules of arithmetic. In many of the Oudh schools the existence of branch schools for the primary classes had enabled the lower classes to be dispensed with, and the enforcement of the rule made little difference. In the schools of the North-Western Provinces the rule was entirely new. It was rendered necessary by the overcrowding of the class-rooms, and the inconvenience of dealing with vernacular infant classes in the principal English school of the district.

42. Regarding the enhanced scale of fees Mr. Nesfield, the Inspector of the Oudh Division, writes in his annual report:—

"The change was rather a bold one, but it has been attended with a marked success, when the large accession of income is contrasted with the comparatively small diminution in scholars. Even this diminution is not likely to last, especially when it is observed that the falling off has occurred chiefly in the lowest classes; and even if it does, the loss is likely to be balanced by the gain : for though the students may be fewer, they are likely to work all the harder when they are made to pay more for it. Had this change been introduced, say, eight years ago, when scarcely any encourage-

ment was given to men educated at Government schools and colleges, I feel sure it would have caused a very heavy reduction in the number of scholars. It is only within recent years that entrance and middle class passmen from Anglo-Vernacular schools have received general encouragement from the heads of offices and departments, and that the possession of a university certificate is likely to prove remunerative to its owner. So long as that state of things lasted, the rate of tution fee could not have been raised without entailing a much heavier reduction in the number of scholars than what we have now witnessed."

43. The following comparative statement of average attendance in the classes of the zila schools is taken from the annual inspection reports under this office Circular No. 24 of 1884 :—

Attendance in Zila Schools.

Class.	Absolute number.		Percentage in section	
	1887.	1886.	1887.	1886.
I ...	314	360		
II ...	270	351		
Total, high section	584	711	9	
III ...	865	854		
IV ...	820	924		
Total, middle section	1,685	1,778	26	23
V ...	926	1,074		
VI ...	895	1,025		
Total, upper primary section	1,821	2,099	28	27
VII ...	839	999		
VIII ...	742	924		
IX ...	453	823		
X ...	311	471		
Total, lower primary section... ...	2,345	3,217	37	41
Grand Total ...	6,435	7,805	100	100

44. Mr. Nesfield in his annual report gives the following explanation of the small number of the scholars in the high section compared to the number in the middle section. "The reason of this, as I have more than once shown, is (1) the exaggerated degree of importance attached to the middle class examination, and (2) the unfitness of the examination itself as a preparation for entering into the high school course. The second fact is so well known and so universally acknowledged, that it would be useless to waste words upon explaining it. The first fact, however, does not seem to be so well known to the Government as it is to the students at our schools. They (the students) are quite aware that, though the middle school examination is the first and only portal to Government employ on Rs. 10 or upwards, there is no limit to the promotion which a man can receive who has passed no higher test. Thus if a youth can get a berth immediately after passing the middle examination, he would be acting very imprudently if he threw away such a chance for the sake of remaining two years longer at school and appearing for matriculation: for even if he passed matriculation, which is always doubtful, the chance of getting a berth at that time might not be open to him. There ought then to be some limit to the promotion accessible to a man who has passed no higher examination than that of the middle class. Until some such limit is imposed, it is vain to assert that educational tests of fitness have been prescribed for employment in the public service. The middle class examination is a wretchedly low standard all round, and especially in English. To establish such a standard as a sufficient qualification for important offices in the various departments of state is to hold out a premium to ignorance ; and this is what the present rules are practically doing."

45. Comparing the figures of the two years, we find a decrease in the attendance, due to the enhanced rate of fees and to the enforcement of the admission examination throughout the province. The diminution in the lower sections of the school has raised the proportion of scholars in the secondary classes. The following extract from Mr. Nesfield's annual report explains the diminution in the number enrolled in the lower classes and the effect of the new rule regarding admissions :—

"There are two causes for this (1) several of the students in the lowest classes left when the fees were raised, (2) their places were not filled up by any new admis-

sions. Near the commencement of last session an admission test was imposed by the Director, prescribing the minimum of knowledge which a candidate must possess before his name could be entered on the roll. This test may be roughly described as the minimum qualification for entering class VIII; that is, if a student is fit to be placed in class VIII at the beginning of the session, and is likely to pass the examination of class VIII at the close of it, he is admitted. Class VIII will therefore in future be the lowest class at Government Anglo-Vernacular schools. This is the lower primary standard; and such a standard has, I think, been well chosen as the foundation on which zila school tuition is in future to be built. To go lower than this would have the effect of giving an undue preponderance to merely elementary teaching, and class-rooms which were intended for other purposes would be crowded with mere alphabet learners. To go higher than this would be unsafe; because it might not be possible for boys to get sufficient preparation outside the school-house, and because the lower primary standard is a good foundation or starting point for higher teaching through the several stages of the course."

46. In the following statement for the 25 State High Schools the figures showing the attendance of scholars indicate the average attendance during the six months preceding the Inspector's annual visit, and the corresponding six months of the preceding year shown as 1886 in the table. The scholars in the primary stage are not shown:—

State High Schools.

Number.	School.	Number of scholars in the high stage.		Number of scholars in the middle stage.		Number of candidates successful at the high examination.		Number of candidates successful at the Middle Examination.	
		1887.	1886.	1887.	1886.	1887	1886.	1887.	1886.
1	Allahabad ...	98	109	144	166	33	24	55	35
2	Benares ...	69	77	135	99	34	20	33	19
3	Bareilly ...	52	62	109	110	27	15	40	23
4	Aligarh ...	47	47	98	104	17	8	22	16
5	Fyzabad ...	41	28	81	60	15	7	19	20
6	Cawnpore ...	39	21	85	84	11	1	32	23
7	Meerut ...	28	27	54	45	8	4	19	10
8	Moradabad ...	27	34	75	46	10	10	28	10
9	Etáwah ...	25	33	74	85	5	6	19	19
10	Mirzapur ...	20	23	41	47	4	3	11	10
11	Hardoi ...	18	25	46	47	8	3	11	11
12	Bara Banki ...	17	14	36	29	5	3	16	6
13	Bánda ...	17	11	33	34	8	2	14	16
14	Muttra ...	16	34	95	97	9	2	12	18
15	Fatehgarh ...	16	11	33	40	5	...	13	11
16	Shahjahánpur ...	15	17	38	32	10	2	18	12
17	Gonda ...	14	19	55	53	2	1	10	7
18	Sultánpur ...	14	13	43	37	4	6	5	12
19	Bahraich ...	14	12	29	32	4	3	10	7
20	Partabgarh ...	13	12	46	44	5	5	12	10
21	Unao ...	13	21	31	20	4	4	9	5
22	Rae Bareli ...	13	19	38	49	5	1	9	4
23	Jaunpur ...	11	14	30	33	4	1	15	12
24	Sítapur ...	11	14	28	29	3	2	15	6
25	Lakhimpur ...	10	14	22	38	3	1	6	9
	Total ...	653	711	1,499	1,465	243	134	453	331

The decrease in attendance is shown to be pretty general throughout the province, the only exception worthy of note occurring at the Fyzabad school, where the attendance in the secondary classes has increased from 88 to 122. In point of numbers this well-managed school now ranks as the fifth of the Government High Schools.

The number of scholars who passed the Calcutta Entrance Examination, which is the final examination of these high schools, has risen from 134 to 243. This would be more gratifying to those responsible for the tuition if it could be attributed to an improvement in the quality of the candidates. That there has been some improvement is certain, but the great success of the schools is mainly due to a lowering of the standard. As Mr. Nesfield remarks in his annual report, "the Government Zila Schools, taken as a whole, have shared in the general success gained by most of the schools in Northern India, which underwent last year the very fluctuating and uncertain examination of the Calcutta Entrance standard." The proportion of successful candidates to the number under tuition has risen from 34 to 67 per cent.

In the following statement the schools which sent up ten or more candidates to the Entrance Examination are ranked in the order of their success:—

School.	No. of candidates.	Passed.	Percentage of passes.
Bareilly	27	27	100
Shâhjahânpur	10	10	100
Muttra	10	9	90
Cawnpore	13	11	85
Hardoi	10	8	80
Benares	44	34	77
Fyzabad	21	15	71
Moradabad	14	10	71
Meerut	12	8	67
Allahabad	50	33	66
Aligarh	26	17	65
Etáwah	12	5	42

The success of the Bareilly, Shâhjahânpur, and Muttra schools, which passed all but one of their candidates, is very creditable. Mr. Budden was in charge of the Bareilly school, Mr. Williams of that at Shâhjahânpur, and Babu Atma Ram of that at Muttra. The result for the very large class at the Benares collegiate school also deserves special notice, as well as that attained by the scholars from Fyzabad.

In the reports of the last two years attention was called to the failure of the Rae Bareli school at the Entrance Examination. Mr. Nesfield, the Inspector of the Oudh Circle, is this year able to report a new departure. He writes:—"For the first time within the last thirteen years the Rae Bareli school has achieved a marked success, every candidate who appeared having come out successful, five in all, and not one of these in the third or lowest division. This is owing to the appointment of Mr. Mutti as headmaster in succession to Mr. Roberts, who had grossly mismanaged the school for the 12 years previous." Full details regarding each of the schools may be gathered from the table showing the results of the Entrance Examination in appendix I and in appendix IV, where the statistics for zila schools are brought together in one table.

The improvement in the Cawnpore zila school also calls for special notice. The number in the high section has risen from 21 to 39, and the numbers of the middle section has not diminished. It has succeeded in passing *eleven* scholars at the Entrance Examination against only one last year, ranking as shown above fourth in order of merit in the proportion of its candidates who were successful. From July, 1886 to December the headmastership was held by Mr. Roberts, who is noticed as having failed so completely, at Rae Bareli; and from the 1st January Pandit Bishambhar Nath was in charge.

The least successful of the high schools at the Entrance Examination was that of Gonda, which amidst the general success succeeded in passing only two of its pupils out of six. This was a continuation of the failure of the preceding year, when only *one* out of seven candidates passed. A reference to the table at paragraph 62 of last year's report will show that it ranked, as one of the least successful in the province in passing its pupils at this examination. The Inspector notes that the school had been seriously disorganised by some local intrigues.

47. As the high schools of the Oudh Circle were constituted differently from those of the North-Western Provinces, the general results of the final examination test were shown separately for each group of schools in the last year's report. It was shown that 40 per cent. of the candidates from the Oudh schools passed, against 45 from the schools of the North-Western Provinces. This year the results show that 68 per cent. of the candidates from the Oudh schools passed, against 75 in the North-Western Provinces. On this subject Mr. Nesfield, the Inspector of the Oudh Circle, has furnished the following interesting explanation.

"13. The Government zila schools of Oudh have always made a respectable show, both in the entrance and middle class examinations. The following is the result of a comparison between the schools of North-Western Provinces and those of Oudh for the years 1882-1886 in the entrance examination:—

		Candidates.	Passes.	Percentage.
1882	North-Western Provinces ...	159	72	45
	Oudh	61	31	51
1883	North-Western Provinces ...	205	121	59
	Oudh	52	40	77
1884	North-Western Provinces ...	173	93	53
	Oudh	62	31	50
1885	North-Western Provinces ...	198	60	30
	Oudh	83	26	31
1886	North-Western Provinces ...	211	95	45
	Oudh	90	36	40
Total,	North-Western Provinces ...	946	441	47
	Oudh	348	164	47

Thus in three out of the five years from 1882 to 1886, inclusive, the percentage of passmen in Oudh exceeded that in North-Western Provinces, and in the total of the five years under reference the percentage in Oudh is exactly equal to that in North-Western Provinces But in making such comparisons it is as well to remember that the success of a headmaster depends very much on the state in which the students are sent up to him from the 2nd and lower classes, and that this again depends a good deal, or should depend, on the salaries paid to the 2nd and other assistant masters. If this consideration is taken into account, it will be seen that the advantage in point of salaries is all on the side of the North-Western Provinces zila schools, although the entrance results are no better. In 8 out of the 11 zila schools of Oudh the 2nd master gets only Rs. 60 a month, and the 3rd master, on whose labours the middle class results depend, only Rs. 40. In five of the zila schools, the pay of the headmaster is only Rs. 100, the same pay as is given in North-Western Provinces to headmasters of what are there called the inferior zila schools, that is, those zila schools which teach only up to the middle class examination. In fact, 8 out of the 11 zila schools of Oudh have never been furnished with a high school staff, although for many years past they have been teaching up to the high standard, and have frequently surpassed the North-Western Provinces schools in the entrance examination."

48. A similar progress has to be noted in the number and quality of the candidates from these high schools who passed at the Anglo-Vernacular middle examination held by this department. The number has increased from 313 to 420, and the proportion who passed to the number under instruction from 42 per cent. to 59 per cent. There has certainly been no relaxation in the standard of examination, and this improvement, may be fairly accepted as indicating an improvement in tuition. The following schools are especially deserving of notice as having succeeded in passing over 70 per cent. of the pupils under instruction :—

		Per cent.			Per cent.
1.	Bara Banki	89	6.	Shâhjahânpur	78
2.	Sitapur	88	7.	Fyzabad	76
3.	Moradabad	85	8.	Bareilly	75
4.	Meerut	79	9	Cawnpore	74
5.	Jaunpur	79	10.	Bânda	74
			11.	Bahraich	71

Three only of the high schools were conspicuously unsuccessful at the middle examination, that of Sultânpur which passed five only out of a class of 17, that of Muttra which passed 12 out of 53, and Gonda which passed ten out of 26.

49. The result of the Inspector's examination of the upper and lower primary classes of these schools was much the same as last year : in the former 65 per cent. satisfied the Examiners against 64 last year ; in the latter, 68 per cent. to 70 per cent. The details for each school are given in Appendix IV.

50. The expenditure on the 25 State high schools has fallen from Rs. 1,90,032 to Rs. 1,82,705, but in consequence of the decrease in the number of the scholars the incidence per scholar has risen from Rs. 30·4 to Rs. 35·8. The average cost in each school is given in column 22 of the table in Appendix IV. It must however be remembered in consulting this table that the cost of a particular school depends much upon the graded salary of the master in charge during the year.

51. The following statement, compiled from the figures of the annual inspection reports, shows the progress of the State middle schools during the last year :—

State Middle Schools.

School.	Number of scholars in the middle stage. Average attendance.		Number of scholars successful at the middle examination.	
	1887.	1886.	1887.	1886.
1. Mainpuri	32	43	9	15
2. Bulandshahr	45	39	13	7
3. Fatehpur	39	36	10	7
4. Sahâranpur	27	33	6	9
5. Etah	36	32	3	9
6. Bijnor	35	31	10	4
7. Muzaffarnagar	20	25	9	4
8. Budaun	41	22	9	6
9. Hamirpur	14	17	3	3
10. Jhânsi	11	14	6	3
11. Lalitpur	9	11	5	8
12. Kalpi	12	10	2	2
Total ...	321	313	85	72

There has thus been no falling off in the number of scholars attending the secondary departments of the middle schools, notwithstanding the enhanced scale of fees. The increase in the number of the scholars who have qualified has been common to all the schools, except those at Mainpuri, Etah, and Saháranpur. The improvement in the Bijnor and Bulandshahr schools is creditable to the headmasters, Munshi Muhammad Ali and Babu Bishambhar Nath.

52. The general result of the middle examinations of the scholars of the 37 State schools may be shown as follows :—

Number of schools.	Class of schools.	Number of candidates.		Number who passed.		Percentage of passes.	
		1887	1886.	1887.	1886.	1887.	1886
14	High ... N.-W. Provinces ...	563	475	331	234	59	49
11	High ... Oudh	215	209	122	97	57	46
12	Middle, N.-W. Provinces ...	135	108	85	72	63	67
37	Total ...	913	792	538	403	59	51

The middle schools still maintain a higher standard of success than the high schools, though in a much less marked degree. The progress made by the middle sections of the Oudh high schools is the most noteworthy fact brought out by the above abstract.

53. The following are the numbers returned as enrolled in these 37 schools on the last day of March of the last two years :—

	1887.	1886.
High section	700	737
Middle section	2,052	1,886
Total, Secondary ...	2,752	2,623
Primary section	5,219	6,098
Total ...	7,971	8,721

Thus there has been a slight increase in the number of the scholars attending the secondary sections of the schools, and a slight falling off in the primary sections, due, no doubt, to the checking of admissions, by the enforcement of the admission standard. Taking the schools generally, the school places are more than filled up and no important increase in the number can take place until the number of the school places is extended.

54. There was a slight decrease in the number of boarders, *viz.*, from 1,184 to 1,103, the decrease occurring among the self-supporting boarders. This may have been to some extent due to the introduction of small fees of 8 annas a month as rent of the accommodation given. In the boarding-houses under this department a minimum charge of 8 annas was enforced towards the close of the year, the headmasters being allowed to remit the charge in case of local scholarship-holders. Most of the boarding-houses attached to the zila schools are under the management of the district boards, who have in most cases followed the lead taken by the department and now charge a small rent. The collections are expended in improving the furniture and appliances and maintaining servants for attendance on the boarders. In the following abstract I give the figures for each of the Inspectors' divisions for the last two years.

Statement of the average monthly number of scholars in the boarding-houses attached to the zila schools.

Division.	Number of boarders						Amount of the boarding-house fees (if any) credited during the year to Local or Provincial funds.	
	Receiving stipends.		Self-supporting.		Total.			
	1887.	1886.	1887.	1886.	1887.	1886.	1887.	1886.
							Rs.	Rs.
Meerut ...	55	36	179	227	234	263	346	138
Agra ...	77	77	130	117	207	194	18	...
Rohilkhand ...	48	56	157	178	205	234	442	375
Allahabad ...	26	24	106	98	132	122	...	...
Benares ...	27	32	87	96	114	128	31	...
Jhánsi ...	5	6	22*	23	27	29	...	...
Oudh ...	26	33	158	181	184	214	56	...
Total ...	264	264	839	920	1,103	1,184	893	513

* Includes three boarders belonging to the Municipal Anglo-Vernacular School, Orai.

55. In the following abstract I give a comparative statement of the expenditure on these institutions during the last two years:—

State Zila Schools.

Year.	Average number on the rolls monthly during the year.	Expenditure.				
		Public funds.	Fees.	Other sources.	Total.	Incidence per scholar.
		Rs.	Rs.	Rs.	Rs.	
1887	8,222	1,60,489	74,641	5,732	2,40,862	29·3
1886	9,060	1,86 254	44,522	6,100	2,36,876	26 1

There has been a slight increase in the total expenditure and an increase in the incidence per scholar, the latter due also to the diminution in the average enrolment. But the chief fact to be noted is the great diminution of the charge to the public funds, a diminution amounting to Rs. 25,765 or 14 per cent. This is, of course, due to the large increase in the fee income resulting from the introduction of the new scale of fees from the 1st July. The extent to which each of the 37 State schools has been self-supporting during the year may be seen from the following statement. The time cannot be far distant when in these provinces, as in Europe, the profession of a schoolmaster for the middle and upper classes will become sufficiently remunerative to attract private persons to engage in it.

Sources of expenditure on Zila Schools.

Names of schools.	Total direct expenditure.	Amount of fee income for year ending March, 1887.	Percentage of fee income to expenditure.
	Rs.	Rs.	
Sahâranpur	3,378	914	27·1
Muzaffarnagar	3 451	731	21 2
Meerut	7,364	3,115	42·3
Bulandshahr	3,943	1,000	25·4
Aligarh	9,022	4,009	44·4
Muttra	7,428	3,286	44·2
Farukhabad	6,708	1,185	17 6
Mainpuri	3,263	880	26·9
Etáwah	13,878	3,570	25·7
Etah	3,568	563	15 8
Bijnor	3,833	1,099	28·6
Moradabad	11,965	3,335	27 8
Budaun	3,613	964	26·6
Bareilly	18 733	4,548	24·3
Shâhjahânpur	7,297	2,007	27 5
Cawnpore	9,078	4,801	52 9
Fatehpur	3,624	1,164	32·1
Bânda	6,251	1,321	21·1
Allahabad	15,463	8,350	54·0
Hamirpur	3,085	464	15 0
Jaunpur	5,739	1,670	29·1
Benares	16,609	6,479	39 0
Mirzapur	7,216	2,046	28·3
Jhânsi	3,258	641	19 7
Jalaun (Kâlpi)	3,304	389	11 7
Lalitpur	3 223	494	15·3
Unao	4,268	1,228	28·8
Bara Banki	4,663	1,294	27·7
Sitapur	4,205	1,150	27·3
Hardoi	5,210	1,767	33 9
Kheri (Lakhimpur)	4 001	846	21·1
Fyzabad	8,169	2,643	32·3
Bahraich	5,228	1,015	19 4
Gonda	4,651	1,391	29·9
Rae Bareli	5,720	1,389	24 3
Sultânpur	5,844	1,438	24 6
Partâbgarh	4,604	1,455	31·6
Total	2,40,862	74,641	31 0

The Sanitary condition of the Zila Schools.

56. On my suggestion an order of Government* was issued authorising the inspection of schools and colleges under this department by the Inspector-General of Civil Hospitals, the Sanitary and Deputy Sanitary Commissioners, and the District Medical Officers. No reports have been received in my office of any inspections by the Sanitary Commissioner or his subordinates, nor from the Civil Surgeons (except the Civil Surgeon of Allahabad, who visited the school at my request); but the Officiating Inspector-General of Civil Hospitals, Dr. Rice, and Dr. Walker, the permanent incumbent of the office, have furnished a number of notes, which I consider of such importance that I give them in some detail The inspections took place between the middle of October and the middle of February and were restricted to the zila schools.

*No. $\frac{201}{V.-71-4}$, dated 21st September, 1886.

57. Dr. Rice inspected the zila schools at Bareilly, Moradabad, Sahâranpur, Shâhjahânpur, Hardoi, and Cawnpore, and the substance of his reports on these schools is as folllows. He dwells on the need of introducing and improving the clerestory ventilation and lighting in the schoolrooms. He considers the boarding houses to be good buildings, but has found instances of overcrowding: "three boys being put to sleep in little rooms, where there is little more superficial space than their beds cover. He insists that these cubicles should be provided with permanently open ventilators beyond the control of the boys. Regarding the latrines he writes:—"In all the schools I saw they were offensive and unclean, in some absolutely unapproachable." The need of convenient urinals in the school enclosures and of keeping the grass and hedges properly trimmed is also pointed out. Dr Rice also calls special attention to the expediency of providing for the physical training of the scholars.

58. The zila school at Bánda was inspected by Dr. Walker. He writes:—"The accommodation and arrangements of the classrooms are very unsuitable to the work. There is one good central hall in the lower story and one in the upper story capable of holding between them 26 pupils. The other rooms are verandah rooms, which render the central rooms useless by obstructing light and ventilation. The capacity of the five classrooms, such as they are, is 49,920 cubic feet, and they ought not to be called upon to receive more than 100 individuals, teachers and scholars. I find that they are called upon daily to accommodate for five hours just double that number, namely 200. When I visited the school at 8 A. M., the odour of air vitiated by exhaustion and by the overcrowding of the rooms was most marked, and its condition in the hot months after some hours' occupation may be better imagined than described. It is my duty, therefore, to warn those concerned that they are conniving at the ruin of the health of the boys who are being taught under these conditions, and that the matter calls urgently for remedy. The state of the boarding-house is worse than that of the school, its condition is disreputable to a degree. Twenty boys are accommodated in seven small rooms: the only ventilation worthy of the name is by the doors, and there are no verandahs. It is quite impossible that the boys can sleep in these cells in the hot months, and, as a fact, I ascertained that they migrate to the verandahs of the school and pass their nights there. There is practically no play-ground attached to the school..... .....I strongly recommend that measures be taken at once to secure a recreation-ground and to force its use upon the scholars.....Lawn-tennis, gymnastic poles, dumb-bells, clubs, wrestling, &c., would do much to counteract the poisonous atmosphere of the classrooms.*

59. Regarding the zila school at *Jhánsi*, Dr. Walker writes:—"The school-house is evidently an old private residence and has all the faults contingent on a style of construction where the centre rooms of a building are surrounded by a number of small rooms, receiving light and air only at second hand. I do not regard any of the small verandah rooms as fit for classrooms. During the past year they have held a daily average of 77 pupils, allowing each pupil a cubic capacity of 355 cubic feet of air, instead of 500 as a minimum. The two centre rooms have each a cubic capacity of 8,470 cubic feet, or 16,940 in both. They ought not to be made to give accommodation to more than 33 individuals, while the average number at work in them during the past year has been 44. I must therefore record my opinion that the school is dangerously over-crowded." Here, as in most other cases, the Inspector-General of Civil Hospitals calls attention to the need of securing physical recreation for the boys.

* The Deputy Commissioner of Sultanpur, Major Grigg, writes:—"Regarding the death of a promising pupil, a remark made by Dr. Hawkins, the Civil Surgeon who attended the lad on his illness, is worthy of the attention of the Director. The boy, he said, had a contracted chest, a physique so reduced by constant study as to be unable to resist any serious illess. Dr. Hawkins has of late been obliged to reject some candidates who have passed through this school as physically unfit for Government employment. All this points to the necessity of introducing some manly exercises for the boys."

60. Regarding the zila school at *Lalitpur*, Dr. Walker writes :—" A grave original mistake has been made in the construction of the school: the roofs of the classrooms have been made very low, so low that suitable accommodation for 44 boys is obtained with difficulty, where much more might have been secured by giving a larger cubic capacity over the same floor area. I am told the average attendance is 84. Hence there is dangerous over-crowding. The boarding-house is airy and roomy.

61. Of the zila school at *Muttra* he writes :—" I have no fault to find, in a sanitary point of view, with the construction of the school ; but here, as in every zila school which I have examined, there is dangerous over-crowding. As the gross cubic capacity of all the rooms is only 85,000 feet and the number of pupils was reported to be over 350, it is clear that each pupil cannot have 250 cubic feet of capacity in the classrooms instead of a minimum for health of 500 The crowding in the boarding-house is even still more dangerous. The construction is a row of 14 cells with arched masonry roofs, said to be 15′ × 10′ × 11′ having a cubic capacity of 1,650 feet, if the roofs were flat. In these 14 cells I found 49 boarders. I found in many of the cells four *lads* living and in others three (the average being 3·5) so that the cubic capacity enjoyed by each inmate was less than 500 feet, *the minimum allowance for a convict in such a cell being* 1,000 *cubic feet.* There can be no doubt that the boys who live under these conditions must suffer serious injury to their healths. I found the school latrine clean, but it is constructed on a principle which must make it a severe punishment to enter it during the hot months."

62.—He writes regarding the zila school, *Mainpuri* :—" The cubic capacity of the whole interior I found to be 42,459 cubic feet and as the average number of boys and masters occupying the school is 150, it follows that each person has an assignment of about 280 cubic feet. I repeat here as elsewhere that this condition means dangerous crowding, and on whomsoever the responsibility lies of allowing this condition of things to continue, I protest strongly against it. Far better that the boys should be taught in the shade of the nearest mango grove than cooped up in such an atmosphere." The total cubic space available for the boarders I found to be 8,673 cubic feet, and as the average number of boys living in the rooms is 30, the cubic capacity allowed for each is about 290 feet. This also means crowding dangerous to health. He notices the " disreputable condition " of the school compound, " covered with brick-bats, pieces of paper and tufts of grass." " I have not examined any school which had such uninviting surroundings as the Mainpuri zila school." " The latrine arrangements are simply disgraceful : it is useless for me to describe them, but they could not be worse, and to add to the disgust of the boys compelled to resort to the filthy place, I saw pouring down the wall of a neighbouring house an inky stream of filth which formed a cesspool on the verge of the latrine, and stank like a Benares drain." I was told that the sweeper engaged to look after the cleanliness of a latrine devoted to the use of about 270 boys (for it is common to the zila school and tahsili schools), received * * * Rs. 2 a month. While I am pointing out the great sanitary defects of this school, I may add that there are no arrangements for bathing for the boarders."

63. Regarding the zila school and boarding-house, *Etah*, Dr. Walker writes :—" The school-building has a cubic capacity of 27,048 cubit feet, and as it contains an average of 100 individuals, the amount of cubic space for each is dangerously small. * * * The boarding-house is in good order, commodious, and not crowded." " The latrine is placed in a most objectionable position : it ought to be erected at a distance * * on a reasonable plan.

64. Regarding the zila school at *Aligarh*, he writes :—" It is an *axiom* that, as far as the health of the inmates of a building is concerned, nothing is gained by having the roof of a room raised higher than 16 feet from the flooring, therefore in a sanitary point of view, all the money spent in rearing the walls to a great height is *money thrown away*, which might be better expended in increasing the superficial area of the building. My meaning will be more fully understood when I state that the large school-building, which has a cubic contents of 100,332 feet, cannot safely accommodate more human beings than if its cubic contents were only 70,160 cubic feet ; that is to say, had the roof been placed on the walls at a height of 16 feet from the floor level in place of being thrown on at a much higher level. In a sanitary point of view no good can accrue to occupiers of the floor level from an enclosed well of air lying far out of their reach. Were I dealing with criminal prisoners, I should limit the number residing in the school-building to 140, while I am told that there are 356 boys in daily attendance I need hardly add that in my view, therefore, there is dangerous crowding." Referring to the old telegraph-house used as a boarding-house, Dr. Walker notes that the room is ample for the inmates, but the condition of

the cubicles, into which it is divided by sirki jhamps, was highly discreditable and ought not to be tolerated. He also notes the "insufficiency of the latrine accommodation there, and the need for levelling the ground and keeping down the grass and weeds on the school compound."

65. Dr. Walker speaks highly of the excellent building occupied by the *Meerut* school-house, and of the manner in which it has been looked after. He notes, however, that like every other zila school he has seen, it is over-crowded. "The boarding-houses are by far the best I have seen in the North-Western Provinces, and the boarders have been taught to take a pride in keeping their quarters neat and clean, which is *quite exceptional.* The erection of a comfortable reading-room for the boarders has supplied a serious want. "I am glad to be able to congratulate the District Board of Meerut in having a boarding-house of the best type most carefully managed. There are 34 cubicles each 15′ × 9′ × 12,′ and as there are only 36 boarders there is no crowding. * * * * The most serious deficiency about the school is the want of a urinal for the day-scholars and of a proper latrine for the boarders. The existing latrine near the school-house should be converted into a urinal. As there are 300 boys something of the kind is absolutely required to prevent the ground round the school becoming soaked with urine." The school has to thank the Magistrate, Mr. Wright, for the admirable boarding arrangements described by Dr. Walker. Here as in other brances of this department, Mr. Wright has given invaluable assistance to this department, which require public acknowledgment.

66. The school building at *Bulandshahr* Dr. Walker considers to be excellent, but notes that money has been uselessly spent in raising the roofs to a useless height. "In the main building there is cubic capacity for 55 boys and in the two smaller for *eight* boys each. I found that the average number taught in the large room is 70, and in each of the small rooms 20. In the annex there is room in the large classroom for 21 boys, and in the smaller for 14 boys, while the average numbers attending the classes in the larger room is 40 and in the smaller 22. So that in all the classrooms there is over crowding, which must interfere with the sound health of masters and pupils." Allowing to each boy in the boarding house a cubic capacity of 1,000 feet (the allowance given to criminal prisoners confined in cells) Dr. Walker restricts the number of inmates admissible to 27 instead of the 36 he found occupying them. He calls attention to the insufficiency of the latrine arrangements and the need of encouraging athletic sports.

67. On this subject generally, Dr. Walker writes :—"I am decidedly of the opinion that in every schoolroom you should strive to give each individual 36 sq. ft. of floor space, and 500 cubic feet of capacity. The question of open doors should not influence the matter, because many circumstances may lead to the closure of doors, and even if they are wide open renewal of the vitiated air in a classroom will be secured only when a breeze is blowing through the room. The subject of the accommodation in and ventilation of schoolrooms has been often discussed. * * * [and] general principles which should guide us are well known. In England 600 cubic feet per man is allowed in a barrack and 1,200 in a hospital, and provision should at the same time be made for a change of air at the rate of 1,200 cubic feet per man per hour * * * now in the climate with 500 cubic feet per boy, you will not be able to keep the air pure from exhaled carbonic acid gas and organic impurities; but I think if this allowance be made and the doors kept open whenever possible no serious mischief will arise * * * . The cubic capacity of a room must not be calculated on the full height of a lofty room, including perhaps the well of high pitched roof. In jail barracks I always limit the calculation to the height of the upper surface of the wall plates or cornices * * * . An unfailing test of a school-room being over-crowded is the perceptible odour of exhausted air and suspended organic matter, on walking into it from the fresh air. In most of your school-rooms, I find the air manifestly impure in the early morning before the classes had assembled. The rooms should be left with doors and windows open all night."

Measures are now being taken to check the over-crowding, to improve the accommodation both in the school-rooms and boarding-houses and to enforce athletic exercises.

Aided English Middle Schools.

68. As the remarks on the Aided high schools will naturally lead to a discussion of the cost to the state of English education in these schools and the system of grants-in-aid, applied to them it will be convenient to deal first with the middle schools of

this class. In the following table the statistics of the principal aided middle schools are brought together. The figures are taken from the Inspectors' Annual Reports.

Aided Middle Schools.

School.	Scholars.			Results of middle examination			Annual grant.	
	Total average attendance.	Average attendance in secondary classes.	Percentage of scholars in secondary classes.	Number of candidates	Number who passed.	Percentage of passes.	Amount.	Incidence per scholar.
	Under missionary societies.						Rs.	Rs.
1 City Mission, Moradabad	201	32	16	10	1	10	1,260	6
2 Nakhas, Lucknow	213	32	15	9	4	44	1 500	7
3 City Mission, Bareilly	85	23	27	10	3	30	600	7
4 Paori, Mission	75	16	21	15	2	13	1,320	18
5 Basti, ditto	82	15	18	9	5	56	1,680	20
6 Sadar Bazar, Lucknow	94	9	10	...	...	...	600	6
7 Muirabad	85	9	11	7	4	57	720	8
8 Katra, Mission	58	8	14	8	4	50	600	10
9 Budaun, ditto	48	7	15	4	4	100	420	9
10 Naini Tal, ditto	113	7	6	4	3	75	960	8
11 Sambhal, ditto	26	5	19	5	2	40	240	9
12 Dwarahat ditto	72	4	6	..	...	..	240	3
13 Chandausi ditto	88	4	5	...	...	...	300	3
14 Khairabad ditto	77	4	5	1	1	100	600	8
15 Chunar ditto	47	4	9	5	1	20	480	10
16 Sirnagar ditto	40	3	7	2	1	50	480	12
17 Jahanabad ditto	64	2	3	2	1	50	240	4
Total ...	1,468	184	13	91	36	40	12,240	8
	Under other management.							
18 Mufidí-Am, Agra	446	89	20	28	15	54	1,980	4
19 Committees, Fatehgarh	115	34	30	11	9	82	1,098	10
20 Hathras, Municipal	122	20	16	8	5	63	600	5
21 Devanagri, Meerut	63	17	27	8	4	50	420	7
22 Colonelganj, Allahabad	97	15	15	8	2	25	480	5
23 Jhansi City	59	15	25	6	3	50	300	5
24 Amroha Municipal	108	14	13	8	6	75	600	6
25 Orman, Roorkee	135	14	10	9	4	44	1 680	12
26 Chashma Rahmat, Ghazipur ...	42	11	26	7	3	43	360	9
27 Orai Subscription	68	10	15	3	2	67	720	11
28 Khatri Pathsala, Lucknow ...	100	8	8	4	1	25	540	5
29 Karwi	30	8	27	4	2	50	360	12
30 Gyanpur	73	7	10	3	2	67	240	3
31 Bhinga	52	7	13	3	...	...	420	8
32 Deoria	51	6	12	...	...	...	192	4
33 Mahmudabad	59	6	10	4	2	50	1,056	18
34 Kunch, Municipal	43	4	9	5	1	20	240	6
35 Dukah	24	3	12	2	..	...	360	15
Total ...	1,687	288	17	121	61	50	11,646	7
GRAND TOTAL ...	3,155	472	15	212	97	46	23,886	8

69 The *nominal* standard of instruction attained by these schools is low. In the table of Appendix IV it will be seen that the State middle schools have brought 24 per cent. of their pupils up to the secondary stage, but in the mission schools of this class only 13 per cent. of the pupils have attained this stage, and in the schools under other management only 17 per cent. The *real* standard of instruction attained by the pupils classed in the middle stage is shown by the test of the public examination to have been inferior in the 17 mission schools as a group. While the State middle schools succeeded in obtaining certificates for no less than 63 per cent. of their examinees, the proportion for the mission middle schools was only 40 per cent. The result at the Paori, Chunar and Moradabad mission schools was very inferior. The small schools at Basti, Muirabad and Budaun did well. In the schools under the management of native committees the results were more favourable. The *Mufid-i-Am* at Agra leads the schools of this class as the only one which sent up a full number of candidates and obtained a fair amount of success.

70. A comparison with the table given in paragraph 84 of last year's report shows that there has been an increase in the attendance in both sections of these schools, and a very slight improvement in the classification. The standard of instruction as tested by the public examinations has improved.

Aided English High Schools.

71. The number of aided high schools for native boys has increased from 23 to 27. The mission high school at Farukhabad has been added to the list of aided high schools; and three small middle schools have established high classes, but as none of these three have staffs sufficient to teach the high standard and the scholars in the high classes numbered only 1, 2 and 3, respectively, they are treated as middle schools.

72. The following are the principal statistics of the 24 aided high schools for native boys, as given in paragraph 77 of my last report. They are taken from the annual inspection reports.

Aided High Schools.

Number.	Schools.	Scholars.					*Middle examination.*			*Entrance examination.*		
		Total.	*In middle stage.*		*In high stage.*		Number of candidates.	Number of passes.	Percentage of passes.	Number of candidates.	Number of passes.	Percentage of passes.
			Number.	Percentage of total.	Number.	Percentage of total.						
	1	2	3	4	5	6	7	8	9	10	11	12
						Under missionary management.						
1	Centennial	228	65	29	53	23	15	4	27	26	10	38
2	St. John's	434	65	15	28	6	27	14	52	10	5	50
3	London Mission Benares	280	46	16	29	10	22	12	55	28	11	39
4	Jumna Mission	197	52	26	17	9	21	11	52	6	3	50
5	Mission, Gházipur	182	47	26	20	11	24	13	54	15	7	47
6	Church Mission Gorakhpur ...	265	48	18	21	8	48	14	29	20	8	40
7	Ramsay	321	53	17	25	8	44	12	27	11	9	82
8	Jai Narain's	164	41	25	25	15	11	10	91	10	9	90
9	London Mission Mirzapur... ...	164	38	24	11	7	15	4	27	5	3	60
10	Christ Church, Cawnpore	285	44	15	22	7	13	7	54	9	3	33
11	Rája ka Bazár	167	39	23	23	14	15	2	13	15	3	20
12	Mission, Meerut	210	32	15	14	7	17	15	88	4	2	50
13	Mission, Sahárunpur	137	28	20	13	9	16	7	44	5	2	40
14	Church Mission Azamgarh ...	209	65	31	13	6	26	11	42	5	2	40
15	Mission, Mainpuri	79	18	23	11	14	8	4	50	8	2	25
16	Church Mission Jaunpur	198	31	16	7	4	6	5	83	4	4	100
17	Mission, Dehra	286	29	12	3	1	11	6	55	2	2	100
18	Mission, Farukhabad	131	29	22	17	13	25	12	48	10	5	50
	Total ...	3,887	770	20	352	9	364	163	45	193	90	47
						Under other management.						
19	Victoria, Gházipur	191	50	26	27	14	27	6	22	20	9	45
20	Victoria, Agra	277	59	21	22	8	26	8	31	7	...	...
21	Bengalitola, Benares	241	42	17	16	7	12	9	75	5	5	100
22	Lyall, Gonda	171	23	13	11	6	8	2	25	2	1	50
23	Training, Dehra	189	52	28	4	2	13	6	46	1	1	100
24	Ballia	269	51	19	18	7	28	19	68	13	11	85
	Total ...	1,338	277	21	98	7	114	50	44	48	27	56
	Grand Total ...	5,225	1,047	20	450	9	478	213	45	241	117	49

73. The progress of aided education of this class since last year may be seen from the following abstract :—

	Mission schools.		Schools under other management.		Total.	
	1887.	1886.	1887.	1886.	1887.	1886.
Number of scholars in high stage ...	352	349	98	98	450.	447
Ditto ditto middle ...	770	728	277	273	1,047	1,001
Average total attendance including primary section.	3,887	3,987	1,338	1,363	5,225	5,350
Candidates at Entrance Examination.	193	136	48	39	241	175
Candidates who passed ...	90	24	27	14	117	38
Percentage of passes	47	17	56	36	49	21
Candidates at Middle Examination,	364	302	114	104	478	406
Candidates who passed ...	163	105	50	53	213	158
Percentage of passes	45	34	44	51	45	39

This table shows that among the aided high schools slight progress has been made in the number of scholars in the high and middle stages in both classes of schools, but a slight falling off has occurred in the total average attendance : the number of candidates who qualified at the high and middle examinations has increased, and the both exominations an improvement in the proportion of those successful is perceptible. There has been an advance in the extent and quality of the work done in these important schools. The success of the scholars from Jai Narain's school at Benares deserves special notice, for, as remarked in previous reports, this school had been much mismanaged. Under the superintendence of the Revd. W. Bell it has made a very great improvement. The Church Mission School at Jaunpur, which is also under the management of this gentleman, deserves notice as one of the most successful.

Amidst the general success of the schools at the entrance examination, the failure of the Centennial and Rája Bazár Schools at Lucknow is remarkable. Last year they did not succeed in passing a single candidate, and this year the former has passed but ten out of 26 candidates, and the latter but three out of 15. Their ill success at the middle examination also confirms the inference that the teaching is very defective. The Victoria School, Agra, which last year passed three boys at the entrance examination, has this year failed to pass one of its seven candidates. The school has no sufficient staff to teach the high course effectively, and would be performing more useful work if it abandoned the attempt and left the boys to seek the higher education at the Agra Collegiate School.

74. As shown in Appendix I. the 24 State High Schools succeeded in passing 73 per cent. of their candidates at the entrance examination of the Calcutta University, the lowest percentage of passes being that of Gonda school, *viz.*, 33 per cent. The same percentage for the 18 schools under missionary management is only 47, and for the six schools under other management 56.

From Appendix IV it will be seen that 59 per cent. of the candidates from the State High Schools at the Anglo-Vernacular middle examination succeeded in qualifying. The proportions from the mission schools were 45 per cent., and from the schools under other management 44 per cent. The figures for the last two years may be compared as follows :—

	Percentage of successful candidates.			
	Entrance Examination.		*Middle Examination.*	
	1887	1886	1887	1886
State High Schools	73	43	59	48
High Schools under missionary management	47	17	45	34
High Schools under other management	56	36	44	51

Thus the test of public examinations shows the State High Schools to maintain the superiority which should be required from them as a result of the more highly paid teachers on their staff and the close supervision of experienced Government Inspectors.

75. The comparative cost to the state of the superior instruction in the State High Schools and the inferior instruction in the Aided High Schools has now to be shown. The comparison may be restricted to the 12 principal Government schools and the 12 principal aided schools.

Aided High Schools.

Name of School.	Average number on the rolls monthly.	Expenditure from—				Percentage of total expenditure paid from—			Incidence of grant per scholar.
		Grant.	Fees.	Other sources.	Total.	Grant.	Fees.	Other sources.	
1	2	3	4	5	6	7	8	9	10
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Centennial	357	2,400	2,400	144	4,944	48	48	3	6·7
2. Victoria, Ghâzipur ...	274	2,160	1,368	1,997	5,525	39	24	37	7·9
3. L. Mission, Benares ...	362	4,800	1,692	3,142	9,634	50	17	33	13·2
4. Ramsay, Almora ...	534	4,500	2,250	1,804	8,554	53	26	21	8·4
5. Victoria, Agra ...	319	4,200	2,302	714	7,216	58	32	10	13·1
6. Ballia	367	2,700	1,658	*Nil.*	4,358	62	38	...	7·3
7. Christ Church, Cawnpore,	325	3,000	1,906	1,904	6,810	44	28	28	9·2
8. Jai Narain's	202	4,200	1,176	*Nil.*	*4,032	104	29	...	20·8
9. Râja Bazâr, Lucknow ...	220	2,340	1,080	480	3,900	60	28	12	10·6
10. St. John's, Agra ...	457	4,800	2,200	677	7,677	63	29	8	10·5
11. Church Mission, Gorakhpur.	393	3,600	1,582	*Nil.*	5,182	69	31	...	9·1
12. German Mission, Ghâzipur.	214	2,760	1,219	1,703	5,682	48	22	30	12·9
Total ...	4,024	41,460	20,833	12,565	*73,514 1,344 74,858	56	28	16	10·3

* Rs. 1,344 in excess of receipts over the expenditure.

NOTE.—In the above abstract the amount of fees entered is that which should, according to the Inspectors' estimates, be collected at the minimum sanctioned scale for aided schools given, paragraph 78 below. The charges made in missionary schools on account of management, which are not made in other aided schools, have been excluded. The figures are those of the Inspectors' annual inspection reports.

State High Schools.

Name of School.	Average No. on the rolls monthly.	Expenditure—				Percentage of total expenditure paid—			Incidence of state expenditure per scholar.
		By the state.	From fees.	From other sources.	Total.	By the state.	From fees	From other sources.	
1	2	3	4	5	6	7	8	9	10
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Allahabad	519	5,613	8,350	1,500	15,463	36	54	10	10·8
2. Benares	564	10,130	6,479	...	16,609	61	39	...	18·0
3. Bareilly	410	14,121	4,548	64	18,733	76	24	...	34·4
4. Aligarh	370	3,116	4,009	1,897	9,022	35	44	21	8·4
5. Fyzabad	234	5,526	2,643	...	8,169	67	33	...	23·6
6. Cawnpore	490	4,181	4,801	96	9,078	46	53	1	8·5
7. Meerut	322	3,949	3,115	300	7,364	54	42	4	12·2
8. Moradabad	310	5,421	3,385	3,209	11,965	45	28	27	17·5
9. Etâwah	355	9,979	3,570	329	13,878	72	26	2	28·1
10. Mirzapur	203	4,622	2,046	548	7,216	65	28	7	22·7
11. Muttra	328	3,815	3,286	327	7,428	52	44	4	11·6
12. Shâhjahânpur	209	4,985	2,007	305	7,297	68	28	4	23·8
Total ...	4,314	75,458	48,189	8,575	1,32,222	57	36	7	17·5

The preceding tables show that, assuming the minimum scale of fees to be levied, the state is now paying almost precisely the same *proportion* of the expenses of high English education in the aided schools as in its own; that in the aided schools the fee contributions made by those benefited by the school form 8 per cent. less of the total expenditure than in the state schools; finally, while that "other sources," such as endowments and subscriptions, meet 7 per cent of the expenses in the state schools in the aided schools these amount to 16 per cent. Or, taking the proportions together, in the state schools 57 per cent of the expenditure is paid by the state and 43 per cent. from fees and other sources; while in the aided schools 56 per cent. is paid by the state and 44 per cent. from fees and other sources. The inference is therefore that the state contribution to these schools is very excessive *relatively* to the contribution made from fees and other sources.

Secondly, each scholar in the state high schools costs Rs 17·5 a-year, while in the aided high schools the share of the state is at the rate of Rs. 10·3 per scholar; and there is thus an apparent saving of Rs. 7·2 per scholar. But it is to be noted that the average stage of instruction reached by the scholars in these schools is very much lower than that of the scholars in the Government schools, as may be seen by comparing the figures in Appendix IV with those for the aided high schools in paragraph 72. It will be seen that in the state high schools 38 per cent. of the scholars are in the secondary stage, while in the aided high schools only 29 per cent. are in this stage, and the results of the public examinations, confirmed by the Inspectors' reports, leave no doubt that very many scholars have been admitted to the higher classes of these schools before they have been adequately prepared. The importance of this fact will be realised by noting that the average annual expenditure on master's salary required for teaching a boy in the lower primary section is only Rs. 6, in the upper primary section, Rs. 10, and in the middle and high sections, Rs. 30 and Rs. 54 respectively. Thus the larger proportion of boys in the primary sections of the school implies a very greatly diminished expenditure on teachers' salaries. It does not therefore follow that the state is purchsaing *high* education at a much cheaper rate because the average incidence is lower, for a large amount of the education paid for is not *high* education but elementary instruction, which can be given cheaply enough. The rate paid in the aided high schools should be very decidedly lower, because the education is of a more elementary character.

But the details for the twelve state schools show that in some of our most successful schools the cost per scholar to the state has actually been reduced below the average in these aided schools. In the Allahabad High School, *where 52 per cent. of the scholars are in the secondary classes*, the average cost to the state was. Rs. 10·8 per scholar, almost precisely the rate we are paying for the inferior instruction in the aided schools. The average expense to the state of each scholar in the zila schools at Aligarh and Cawnpore, where 53 and 29 per cent. of the scholars are in the secondary classes, is actually less to the state than in the aided schools of the same class. At the *aided* zila school of Gorakhpur, we are paying Rs. 9·1 for instruction considerably inferior to that for which we pay Rs. 8·4 at the *state* zila school of Aligarh. In the case of Jai Narain's School the amount of the grant falls at the rate of Rs. 20·8 per scholar, and the grant is in excess of the admissible expenditure.

76. The above figures then show that the present grants to these schools are excessive compared with the contributions from other sources, and that they are very high as payments for the tuition given. These grants were indeed fixed at a time when English education had not been recognised as necessary for every native of these provinces who aspires to an official position above that of a muharrir, and when it had consequently to be fostered by abnormally large grants. The need of revising these grants in conformity with the changed conditions has been abundantly shown, and moreover it will be seen from the following paragraphs that the grants allowed are at variance with the principles laid down by the Education Commission and sanctioned by the authority of the Government of India. These considerations led to the revision of the rules for grants-in-aid to the Anglo-Vernacular schools and to the issue in October last of a draft code of regulations for grants to these schools.

The Draft grant-in-aid Code for English Schools.

77. One of the most important recommendations of the late Education Commission is that contained in sections 475 and 283 of their report. It is laid down that while existing state institutions of the higher order should be maintained in complete efficiency wherever they are necessary, the improvement and extension of privately managed institutions should be the principal care of the Department, and that in ordinary circumstances the further extension of secondary education in any district should be left to the operation of the grant-in-aid system, as soon as that district is provided with an efficient high school, Government or other, along with its necessary feeders. In section 283 the Commission write:—"that in all ordinary cases secondary schools for instruction in English should be established by the state, preferably on a system of grants-in-aid." These suggestions have been accepted in substance both by

the Local Government and the Government of India as the principles by which this department must be guided in the extension of English education. In accordance with these principles, then, we must look mainly to the development of a grant-in-aid system to meet the rapidly increasing demand for English education. Now the state expenditure on this class of schools has already expanded very nearly to the limit of available funds, and it has therefore become of the greatest importance to the future action of this department to adopt a system of giving aid to schools of this class which will render most effective the comparatively small sums which the exigencies of provincial finance can place at our disposal" by allotting to each institution so much only as is required, with the addition of the fee collections and local contributions, to place it on an efficient footing. To allow therefore state grants to be utilized by managers to maintain schools at a lower rate of fees than can be paid by the scholars attending them, and to allot grants in excess of that which should be required to enable the school to entertain an efficient staff of teachers, is to misapply the limited means at the disposal of the department, and to deprive it of the means of extending education in the many places where there is now an effective demand for it, which cannot be adequately encouraged and guided for want of funds. As remarked by the Education Commission (report, paragraph 475) "it must be remembered that, with the limited sum allotted to education in any province, whatever is spent on one institution is so much taken away from the extension of education elsewhere, and that, however distant it may still be, self-support is the goal at which every institution should strenuously aim."

78. Thus the first step to be taken was to fix such a scale of fees for English schools as experience showed could be demanded without barring the entry against the classes for whom they were intended. It was impossible to say what amount of state aid should be given until it was ascertained what sum could in the present state of the demand for English education, be contributed by the persons immediately benefited by it. As noticed in paragraph 40 above, this step was taken by prescribing an enhanced scale of fees for all English schools, both Government and aided, which came into effect on the 1st July last. The fees for aided schools of this class were fixed at 25 per cent. below those for state schools, and while the state schools are allowed to admit only 5 per cent. of the scholars free, the aided schools admit 15 per cent. It is of course competent to the managers of aided schools to pay out of subscriptions or endowments the fees of any scholar, as in the Government schools the fees of scholars are sometimes paid by charitable persons. The fees prescribed have to be paid to the school fund either by the scholars themselves or from other sources, and in fixing the amount of the aid required by the state, this department can now assign assign definitely the amount of the income from fees to be credited to the school.

The following is the scale of fees which has been prescribed for English schools :—

	Classes.			
	I and II	III and IV	V to VII	VIII and below.
	Re. a.	a.	a.	a.
Superior	1 8	12	9	6
Inferior	1 2	9	6	4½

79. The next step was to determine the system upon which the grants to these schools should be allowed. The schools with which we shall have to deal in future will be managed mainly by committees of native gentlemen, and will require detailed guidance by the officers of the Department, and close inspection, in order that they may be maintained at such a standard of efficiency as will justify the action of the state in refraining from establishing its own schools in fresh localities. If state English schools, which can now be made to pay not less than one-half of the tuitional expenditure, are to be replaced by aided schools, it is the duty of this department to exercise such a supervision over the aided institutions as will secure the maintenance of *good* schools. This end cannot be attained without making the grant depend to some extent on the efficiency of the school. We must adopt some system which will give direct encouragement to teachers and managers to raise the school to a high standard, and which will mark mismanagement and bad teaching with an unmistakeable rebuke.

But in Resolution of the Government of India No. $\frac{10}{309}$ of the 23rd October, 1884, it is laid down that "it is not fostering education by private enterprise to give a school that has no endowment or subscription—only its fee income—a grant sufficient to defray the balance of its expenses. Such a school is in fact a Government or board school. Hence the value of the principle that State aid should not exceed half the entire expenditure on the institution, those interested being thus compelled to raise funds to supplement the fee income." Thus the *maximum* of the aid will be one-half of the expenses of the school. As laid down by the Education Commission in paragraph 475 of their report, this maximum rate should be given only to girls' schools, primary schools, and normal schools; with these exceptions, "a school that is unable to meet more than half its outlay from local resourses, including fees, should be

regarded as a school for which no solid demand has arisen ;" and it is distinctly implied that no grant should be given unless local contributions are made towards the expenses. Thus the expenses of every aided school will be met by (*a*) local contributions ; (*b*) fee income, and (*c*) Government grant. The amount of the latter will not exceed one-half the sum required for the efficient conduct of the school, and will be liable to diminution if the school falls below the required standard of efficiency, and will in no case exceed the sum which, together with the fee income and endowments, will suffice for the efficient conduct of the school.

The minimum amount of the fee income being determined as above, there remains the question as to the proportion of the state aid to the local contribution. This question has been discussed by the Education Commission in paragraph 476 of their very valuable contribution to the discussion of systems of grants-in-aid. It is there laid down that in a rough and general way "the sum necessary to supplement the amount of self-support attained by the institution may be equally divided between the managers and the state." For example, I have shown in the table printed at paragraph 55 of this report that the state English schools were self-supporting to the extent of 30 per cent. If these were aided institutions the state should pay 35 per cent. of the balance required to maintain them and private resources an equal proportion. Bearing in mind the class of people for whom these English secondary schools are provided, and that to give a boy an English education is a remunerative investment of capital, there is I think good ground for adopting this principle in calculating the grants for most of the aided high schools: the grant should not ordinarily exceed one-half of the extraneous contributions to the expenses of the school. Thus the principles upon which the amount of the grant to these schools should be determined are : (1) in no case should it exceed half the amount required to maintain a good school ; (2) as a rule it should not exceed one-half the sum required to supplement the fee income; and (3) the maximum being thus fixed must be diminished in proportion as the school falls off from the assumed standard of efficiency.

80. I will now show in the case of four of the principle aided high schools what would be the effect of the application of this limit to the grants. I take the statistics from the annual inspection reports of the inspectors. In the expenditure I have not admitted the charges for managers' salaries, which occur only in the case of mission schools and no allowance has been made for indirect expenditure on repairs. The expenditure admitted in each case is the full amount which would be allowed in estimating the sum necessary to enable a high school of the class in question to be maintained and all such schools can be managed gratuitously by local committees. The fee income shown is the amount which should be collected under the scale prescribed.

Name of School.	Annual expenditure.	Fee income.	Balance of expenditure to be met.	Amount due from the State.	Amount actually paid as grant.	Excess of the grant over the sum due.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Victoria, Ghâzipur	5,525	1,368	4,157	2,079	2,160	81
Victoria, Agra	7,216	2,302	4,914	2,457	4,200	1,743
Centennial, Lucknow	4,944	2,400	2,544	1,272	2,400	1,128
St. John's, Agra	7,677	2,200	5,477	2,738	4,800	2,062

Thus, with the exception of the Victoria School at Ghâzipur, every one of these schools has received state aid greatly in excess of that which is warranted by the principles laid down by the Education Commission. The case of the Victoria School at Ghâzipur is a typical one. It was established by a purely local movement ; it received a small grant and was left to its own resources to meet its expenditure. It consequently led the way by fixing a scale of fees which yielded a good income, and adopted measures to raise the necessary subscription to meet the balance of expenditure required. Thus the wise parsimony with which this school was treated has resulted in the establishment of one of the most efficient aided schools in the province, supported in due proportion by the state, the fee income, and local contributions. It is a standing example of the applicability of the above principles to the leading schools of this class.

81. The above will be sufficient to indicate generally the principles which have been borne in mind in framing the draft code for English schools which is now under trial, and has been submitted to the criticism and the discussion of the managers and masters of the aided schools. However much it may require to be modified in details, there can be no doubt that the main lines upon which the regulation of the grants has been laid down must be maintained. No final decision regarding its introduction has yet been come to, but ample data have been collected.

The following extract from the annual report by Mr. Nesfield, Inspector of the Oudh Circle, is the best detailed criticism of the code and its trial working. Mr. Nesfield's wide experience as an Inspector and the thoroughness of his work entitle his remarks on the subject to great weight. The grants resulting from the unlimited application of the proposed scale of grants will be seen, from the example of the Centennial School, to be in excess of that to which the above noticed principle would restrict them.

"The new draft code to which allusion has just been made and which was issued from the Director's office in October last, demands some special notice not merely in relation to its own merits or demerits theoretically, but as regards its practical bearing, so far as present experience has gone, in raising or lowering the grants hitherto enjoyed by the several schools, which were inspected experimentally last year under its provisions. Theoretically, the code in question is the best compromise that I know of between the conflicting principles of "payment by results" and of awarding grants according to the general impression formed by the examiner. On the plan of "payment by results" the total grant paid to the school in any given year is the aggregate of sums earned for the school by each scholar passing the standard prescribed for his class with a stated degree of merit. This is the system which has hitherto been at work in the Bombay Presidency, and which still prevails in the board schools in England: but it is not now approved of by the best authorities in England or elsewhere, and is about to be modified, I hear, in Bombay also. "It is seen at its best," as a recent writer has remarked, "in the case of elementary schools, and at its worst in the case of higher education. When the instruction is merely in reading, writing, and arithmetic, payment on examination results is an excellent test of efficiency, and as here there is little room for variation in the course, it does not tend to limit the free play and development of the intelligence. But ascend to the higher branches, on the contrary, the disadvantages of the system increase, while the securities it gives for efficiency are no longer necessary. Payment on examination in this case, besides allowing no freedom of thought to the teacher, is apt to engender a dead uniformity and a paralysing formalism in instruction, both by moulding the instruction in certain fixed grooves, irrespective of peculiarities in school or pupil, and by distracting the attention both of teacher and scholar from the true end of education to the pursuit of percentages." Now the draft code under reference keeps clear of these evils by confining the results system to certain selected classes, and by giving further aid to these same classes, as well as to all the other classes, according to the general impression formed by the examiner as to their state of efficiency. Hence both systems receive full recognition, and no school can be said to suffer from the rigorous or exclusive application of either. The selected classes (selected, that is, for the results system) are the lower primary class VII, the upper primary class V, the middle class III, and the entrance class I. The examinations of the last two classes are not held by the inspector, but by the university or by a departmental board of examiners; and Rs. 27 is the sum earned for the school by any student passing the entrance examination, and Rs. 7-8-0 by passing the middle class. There is nothing but what is fair and reasonable in giving a fixed grant for every scholar who passes in such public and well recognized standards as the two which we have named. The other two classes *viz*, class V and class VII, are examined by the inspector; and every scholar who passes in class V earns for his school a grant of Rs. 2, and in class VII Re. 1. "The results system is seen at its best in the case of elementary schools," as the writer above quoted remarks; and hence no one can complain, if in the case of Anglo-Vernacular schools of the high or middle grade, it is applied to two such very important classes in the primary department as VII and V. With these four classes the results system ceases. These same classes, together with all the intermediate and lower ones, are allowed a further aid in the form of a capitation or attendance grant, the amount of which is determined by the general impression of the examiner as to the state in which he finds the class. Ample scope is therefore reserved in this code for "the free play and development of intelligence"; and it cannot be said that the attention of either teachers or scholars is withdrawn "from the true end of education to the pursuit of percentages." The capitation or attendance grant amounts to Rs. 27 per scholar in the high section (classes II and I), Rs. 15 in the middle section (classes IV and III), Rs. 5 in the upper primary section (classes VI and V), and Rs. 3 in the lower primary section. These are the maximum amounts per section; but the rate in each section can be lowered to any extent at the discretion of the examiner, according to the degree of intelligence and accuracy displayed by the students in the examination. This, as I have stated already, appears to me to be a very fair compromise between the two rival systems; and is to be preferred to the old grant-in-aid rules hitherto in force in these provinces, by which nothing was granted for specific results, but everything was left to general impressions. Neither system can be expected to work well alone, and it is by combining the two, as is done in the present code, that a more equitable mode of determining grants is to be looked for. It remains for me to show how the first experiment in working the above code has affected the grants given to the schools

under the old rules. In this list I must omit the Canning Collegiate School, as this institution receives a fixed annual grant from Government by the sanad or deed on which the Canning College was founded. This leaves 10 schools of which account is to be taken, and the result is as follow :—

	Name of school.	Annual grant under old rules.	Annual grant earned under new code.
		Rs.	Rs.
HIGH ...	Balrampur (Lyall Collegiate)	1,560	1,274
	Raja ka Bazár	2 340	1,863
	Centennial	2,400	2,973
MIDDLE ...	Khatri Pathsala	540	533
	Jehanabad	240	242
	Nakhas	1,500	1,452
	Bhinga	420	248
	Mahmudabad	1,056	261
	Khyrabad	600	151

Thus the Centennial School has been hitherto receiving Rs. 500 less, and the Rája ka Bazár School Rs. 500 more, than what was earned last year by each of them under the new code. Balrampur, Khatri Pathsala, Jahanabad and Nakhas exhibit only slight variations. The remaining three, *viz.*, Bhinga, Mahmudabad and Khyrabad have earned much less, and specially the last two. But here the comparison is not fair. These are the three schools which have suffered most in numbers from the enhanced fee rate ; and as there were fewer scholars to be examined, smaller grants only could be earned."

Aided Collegiate Schools.

82. The following gives the principal statistics of the three aided collegiate schools, and those of the state collegiate school at Benares for comparison.

Collegiate Schools.

School.	Year.	*Scholars on the rolls on 31st March.*		*Results of the Middle Examination.*			*Results of the Entrance Examination.*		
		In middle stage.	In high stage.	Number of candidates.	Number who passed.	Percentage.	Number of candidates.	Number who passed.	Percentage.
Canning ...	1887	70	104	40	14	35	36	29	80
	1886	77	104	62	14	22	42	17	40
Agra	1887	143	160	48	19	40	43	24	56
	1886	160	92	50	23	46	40	10	25
M. A.-O., Aligarh,	1887	61	61	7	1	14	34	22	65
	1886	58	71	7	3	43	39	15	38
Benares State ...	1887	144	76	49	33	67	44	34	77
	1886	108	84	45	19	42	40	20	50

The ill-success of the Agra Collegiate School at the Entrance Examination, which was noticed in last year's report' has been repeated. This school prepares pupils for the departmental middle examination, but its efforts have not been attended with success. A school of this standing should not be behind the zila schools in success at either of these examinations.

83. The following is a statement of the number on the rolls of the 61 aided English secondary schools for *native* boys on the 31st of March of the last two years. A similar abstract for the state English schools was given at paragraph 53, above. *Unaided* and municipal schools are excluded from the statement.

	1887.	1886.
High section	776	745
Middle section	2,060	2,072
Total secondary classes ...	2,836	2,817
Primary section	8,845	9,455
Total ...	11,681	12,272

Taking therefore the number of scholars on the rolls on the *last day of each year*, we find the diminution of numbers in the year under report to have become at the end of the year insignificant. The result, then, is the same as that for the state schools given in paragraph 53.

84. The preceding review of the English schools may be fitly concluded by an extract from the Annual Report by Mr. Deighton, Inspector of Rohilkhand, to which the attention of headmasters and inspectors is especially invited :—"In the reports which I have sent you upon the Anglo-Vernacular Schools, I have generally been

able to speak well of the discipline maintained. At the same time I do not think the *manners* of the boys in such schools are by any means what they should be. It is not so much from intention, but from carelessness and ignorance on their part, and from want of insistence on the part of their teachers, that the students in our colleges and high schools offend in this respect. In some cases, no doubt, there may be an affectation of independence. Boys in this country, as at home, may now and then fancy that it shows spirit and courage to set no store upon deference and respect. But in most cases it is rather that they have *no* manners than that they have *bad* manners, The old high-bred courtesy which in bygone days was so eminently a part of education, has gone out of fashion ; and this fact is as much noticed and lamented by the more polished among the natives themselves as by Europeans. To some extent, no doubt, we have to thank ourselves for the result. We have endeavoured to teach manliness and straightforward behaviour ; we have endeavoured to show that a cringing humility is hateful in our eyes. But while holding up to the admiration of the natives those qualities which we respect in ourselves, we have not sufficiently borne in mind that in attempting to imitate our standard of good manners, the native is in danger of exaggerating what is admirable in it until it becomes the very opposite. That the fault of which I complain is in a measure due to our English education, will not, I think, be denied by those who have compared the behaviour of boys in our Anglo-Vernacular schools with that of boys in our better vernacular schools*. In the latter the courtesy may be of a homely kind, but it is generally real. They wish to show deference ; the Anglo-Vernacular student too often cares nothing what may be thought of his manners. This, as I have said, is in some measure to be laid to the door of the teacher. To him, in his eagerness to push on his boys, the consideration of politeness is not an essential one. But the importance which he attaches to such a matter is largely dependent upon the importance attached to it by the head of the school; and it is well, I think, that the attention of those officers should be drawn to the matter. Their time is, I am aware, very fully taken up with work which they, like their subordinates, are inclined to think of more engrossing importance. Still, without any fussy interference on their part, it ought not to be difficult to make it clear that something beyond mere obedience to rules is included in their idea of good discipline ; and that boorishness of manner, slovenliness of gait, carelessness as to dress and appearance, are matters which will not be suffered to pass unnoticed."

The Tahsili or Town Schools, i. e., *the State Vernacular Secondary Schools.*

85. The secondary schools for native boys under public management which teach the vernacular only, are known as the *tahsili, pargana* and *town schools.* They teach up to the middle vernacular standard of the annual public examination held by this department. As these are the most important of the schools in which an attempt is being made to give a secondary education to the people through their vernacular only, I give in Appendix No. V a set of statistics similar to those given in Appendix VII of last year's report. These will show the progress of the pupils in the seven standards, and the progress of popular secondary education in each district may be gauged by the increase in the number and the proportion of the scholars enrolled in classes I and II., which are known as the middle or secondary classes. The figures show the state of the schools in the *middle* of the term.

The number of schools was 294, an increase of one only on the preceding year. The scholars have however increased from 24,976 to 27,018, and there has been an enhancement in the proportion of those who are enrolled in the secondary classes.

86. In the following abstract the work of these schools in the secondary department is summed up :—

Tahsili or Town Schools.

Inspector's Division.	Number in secondary classes at end of November.		*Results of Middle Examination.*			
			Number of candidates passed.		Percentage of passes to candidates.	
	1887.	1886.	1887.	1886.	1887.	1886.
Oudh	1,089	923	161	168	39	51
Agra	789	669	241	236	49	54
Rohilkhand	713	560	209	145	47	38
Benares	625	509	240	207	58	59
Allahabad	622	486	231	156	67	63
Meerut	543	512	184	108	55	37
Jhánsi	64	56	25	23	71	51
Kumaun	46	42	15	2	55	10
Total ...	4,491	3,757	1,306	1,045	52	50

* Mr. Gibson, Deputy Commissioner of Unao, writes in his annual report on the education of his district :—Our system of education fails utterly in teaching good manners and manly bearing.

The scholars in the secondary stage have increased by 734, or nearly 20 per cent., and this increase extends throughout all the divisions, being most remarkable in the Allahabad, Rohilkhand, and Benares Divisions.

The number of scholars certified as duly qualified by the examiners at the middle examination has increased by 261, or 25 per cent; more rapidly than the numbers on the rolls, showing that the increase in numbers under instruction has been accompanied by improved tuition. The Oudh Division alone shows no improvement in the number of scholars who qualified, and Agra has remained practically stationary. The most remarkable progress has occurred in the Meerut, Allahabad, and Rohilkhand schools, where the qualified scholars have increased 71, 48 and 44 per cent. on the numbers of the preceding year.

Finally, the *proportion* of the candidates who were successful shows a slight improvement on the whole, but the results for the Oudh schools are much inferior to those of last year and to the rest of the province this year. The Agra candidates also have been less successful than last year. The Rohilkhand candidates have much improved, but are still below the average. The improvement of the Meerut candidates is satisfactory. The success of the Allahabad candidates is even more striking than last year, and is highly creditable to the Inspector in charge, Mr. Charles Dodd, to whose successful management of these schools I called especial attention in paragraph 102 of my last year's report. The schools of the Benares Division, which in 1885 passed but 35 per cent. of their candidates, have under the active superintendence of Pandit Lakshmi Sankar Misra, who has been in charge since April, 1885, now attained to an efficiency superior to those of the Agra Division, and second only to those of Allahabad.

87. In the following statement the districts of each division are classed in the order of the success of their tahsili schools at the vernacular middle examination of 1887:—

		Percentage of successful candidates.	
		1887.	1886.
	Meerut Division.		
1.	Meerut	68	57
2.	Muzaffarnagar	67	53
3.	Dehra Dún	67	40
4.	Aligarh	53	37
5.	Bulandshahr	48	34
6.	Sáháranpur	47	9
	Agra Division.		
1.	Muttra	69	60
2.	Agra	61	59
3.	Farukhabad	58	60
4.	Mainpuri	51	47
5.	Etah	39	50
6.	Etáwah	38	52
	Rohilkhand Division.		
1.	Bijnor	56	31
2.	Sháhjahánpur	53	58
3.	Pilibhít	47	26
4.	Budaun	46	39
5.	Moradabad	43	35
6.	Bareilly	38	33
	Allahabad Division.		
1.	Fatehpur	83	69
2.	Hamírpur	75	25
3.	Jaunpur	70	77
4.	Allahabad	68	83
5.	Cawnpore	67	56
6.	Bánda	35	46
	Benares Division.		
1.	Benares	86	69
2.	Azamgarh	74	78
3.	Gorakhpur	61	52
4.	Ballia	60	79
5.	Basti	52	36
6.	Gházipur	43	56
7.	Mirzapur	39	57
	Oudh Division.		
1.	Sultánpur	86	94
2.	Rai Bareli	58	44
3.	Gonda	57	60
4.	Lucknow	52	56
5.	Unao	39	55
6.	Bara Banki	39	25
7.	Hardoi	38	52
8.	Fyzabad	32	52
9.	Partábgarh	28	58
10.	Sítapur	22	53
11.	Kheri	19	30
12.	Bahraich	15	15

88. In his annual report Mr Nesfield furnishes the following interesting history of the *town* schools in Oudh, explaining their want of success at the departmental examination as compared with schools of the same class in the districts of the North-Western Provinces:—"The vernacular schools of Oudh are only now beginning to emerge successfully from a crisis which at one time not merely retarded their progress, but even threatened their existence. A good number of them did actually disappear in consequence of these untoward circumstances. The province of Oudh was amalgamated with the North-Western Provinces in April, 1877, from which date I was myself absent from Oudh, either on furlough or at the Benares College, till November, 1879. The interim was a very disastrous one to the state and prospects of middle vernacular schools in this circle. It was in the year 1877 that the present middle examination was first established, Mr. Kempson being then Director of the united provinces. The standard which he prescribed for vernacular schools was closely akin to what had all along been in force in his own province. It contained little or nothing that was new to the teachers of the North-Western Provinces, and was in strict continuity with what they had been teaching all along and what they had been trained to teach in the normal school; whereas the sudden application of this scheme to the middle schools of Oudh involved a break of old associations, and teachers who had been trained in a different groove could not accommodate themselves to it all at once. The schools were of course discouraged by the failure of most of their candidates; and although the failure was quite natural under the circumstances, it had the effect of deterring students from seeking promotion into the classes above the primary: and thus the middle sections either dwindled away into very small dimensions or disappeared altogether. A further blow was inflicted by the entire cutting down of the scholarship allotment, to which they had been for many years accustomed prior to the amalgamation with the North-Western Provinces. In the days when Oudh was separate there was a special allotment for scholarships, which were tenable for one year only, and were regularly competed for in written examinations by students of class II and by those of class I. The whole of this sum was suddenly cancelled in 1877, and thus the schools lost the encouragement to which they had been so long accustomed. But a still greater source of discouragement remains to be mentioned. On my return to Oudh I found that the old curriculum of studies, the curriculum which was in force up to the year 1877, and had been worse than useless ever since, was still hanging up on the walls of the school houses, and that no steps whatever had been taken during the interim either to cancel the old curriculum or introduce the new one. As the year 1879 was nearly over before I returned to Oudh, and as it took me four or five months to travel through the circle and see what condition the schools were in, no steps could be taken towards establishing the new curriculum till the opening of the session of 1880-81. Thus three full years were wasted before even a commencement could be made towards adapting the status of the Oudh schools to the altered state of things. It would not be reasonable, however, under the most favourable circumstances to expect the same advance in modern vernacular studies in a province annexed only 30 years ago, where until lately amongst Muhammadans, Kayesths and even Brahmans there was an irrepressible mania for the study of Persian and for little else, as in an older province like the North-Western Provinces, where science and mathematics have long been naturalized. Certain allowances, too, should be made for the decayed state into which some of the larger tahsili towns of Oudh have fallen. Industries which were thriving and brought wealth to the inhabitants under native rule are now either obsolete or in a very depressed state, and where there is less general prosperity and less accumulation of wealth, it is vain to expect that the attractions of a middle class examination, in which most of the candidates were disappointed and discouraged with failure for which they were not to blame, could satisfy the demands of hunger. There is one more fact that deserves consideration in estimating the causes of the comparatively backward state of middle vernacular schools in this circle. Owing to the many discouragements enumerated above, a considerable number of the old batch of middle vernacular schools died out, or rather they fell by a natural process of inanition into the rank of primary schools, since no students presented themselves for promotion into classes II and I. In the year 1880 no fewer than 20 Anglo-Vernacular schools at tahsili or pargana towns were de-Anglicized. This measure, though necessary under the circumstances on account of high rate of fee, was extremely distasteful to certain classes of the residents; and it has been a work of time and labour to get the present schools popularized in a purely vernacular form. Thus whereas formerly we had to contend against the mania for Persian, more recently we have had to contend against the acquired taste for English in the case of those 20 schools where English was once taught. On the whole, then, it is clear from the account which has been given of the history of vernacular education in this circle or province, that the middle schools have laboured under great disadvantages as compared with those in the older province, and have scarcely yet had time to reach the full strength to which they may be expected to attain eventually."

89. In paragraph 103 of my last year's report I called attention to the boarding-houses attached to the tahsili schools. The further development of these institutions

is very important in connection with the secondary education of the well-to-do classes in the villages and should receive special attention from the District Boards. The following comparative statement shows the progress made by these institutions during the last two years. It will be seen that very little has been done in the Meerut and Rohilkhand Divisions to establish boarding-houses, although there must be a demand for them there as elsewhere in the province. The very large increase among the self-supporting boarders in Benares, Allahabad, and Agra is one of the best signs of the progress of secondary education.

Average number of scholars in residence, monthly, in tahsili school boarding-houses.

Divisions.	Number of boarders—					
	Receiving stipends.		*Self-supporting.*		*Total.*	
	1887.	1886.	1887.	1886.	1887.	1886.
Meerut	31	23	75	50	106	83
Agra	196	217	216	100	412	317
Rohilkhand	10	6	15	6	25	12
Allahabad	248	187	260	143	508	330
Benares	204	210	470	378	674	588
Jhánsi	31	35	...	...	31	35
Oudh	70	77	199	199	269	276
Total ...	790	765	1,235	876	2,025	1,641

General Statistics of Secondary Education.

90. The general review of the secondary schools during the year may be closed by a comparative statement in which the statistics of the last two years are brought together. The figures for attendance give the numbers on the rolls on the last day of March of each year and show that the increase in numbers is restricted to the state schools. This increase in attendance has been accompanied by a diminution of the charge upon the state, while in the case of the aided schools the amount paid by the state has increased, although in numbers under tuition rather less return is given for the money spent. The increase in the fee income amounts to Rs. 38,994, of which no less than Rs. 32,133 was collected in the state schools.

Public Secondary Schools for Boys.

		Number of institutions.	Number of scholars.	Expenditure.				
				Public revenues.	Municipal funds.	Fees.	Endowments, &c.	Total.
State ...	1886 ...	477	44,762	3,21,095	17,885	62,209	10,782	4,11,971
	1887 ...	490	46,155	3,05,128	21,699	94,342	9,513	4,30,682
Aided ...	1886 ...	92	14,739	1,38,568	17,437	89,610	1,76,246	4,21,861
	1887 ...	91	14,525	1,39,015	15,500	96,759	1,60,606	4,11,880
Unaided ...	1886 ...	18	1,859	...	...	3,768	24,077	27,845
	1887 ...	20	1,839	...	...	3,480	22,411	25,891
Total ...	1886 ...	587	61,360	4,59,663	35,322	1,55,587	2,11,105	8,61,677
	1887 ...	601	62,519	4,44,143	37,199	1,94,581	1,92,530	8,68,453

B.—PRIMARY SCHOOLS FOR NATIVE BOYS.

The Village or Halkabandi Schools.

91. The number of public elementary schools for native boys under the management of the district boards has decreased from 4,974 to 4,893. The following shows the classification of the scholars on the last day of November :—

		No. of scholars.		No. to 100 in class VII.	
		1886.	1885.	1886.	1885.
Class I } Secondary class		627	589	...	...
" II }		644	573	...	...
" III } Upper		10,548	10,788	12	12
" IV } Primary		17 819	17,195	21	20
" V } Lower		23,168	24,814	28	23
" VI } ...		29,015	30,877	35	35
" VII } Primary		81,635	87,578	100	100
Total ...		163,466	172 414	...	...

92. There has been an increase in the number of scholars in the middle classes attached to these schools which however is not to be regarded altogether as satisfactory, for the establishment of the secondary classes in these village schools is very seldom expedient. The staff allotted to a fairly attended *halkabandi* school is barely sufficient to teach the primary course, and can devote no time to the secondary classes without sacrificing the more important claims of the mass of the scholars. If, on the other hand, especial funds are allotted by the board to enable the secondary class to be established, these are practically withdrawn from the primary schools, for the proper maintenance and inspection of which the available funds are barely adequate. Further, the instruction given in these irregular secondary classes is mostly of a very inferior character. The cases should, therefore, be very exceptional where classes I and II are allowed to be taught in the halkabandi schools.*

93. The important fact to notice in the above statement is that the number of the scholars in the upper primary section, classes III and IV, has increased, and the diminution in the number returned occurs almost entirely in the seventh or lowest class. The diminution is due not to any real falling-off in the attendance but to a further removal of the names of scholars whose attendance was nominal only. The upward tendency of the classification is an unmistakeable sign of progress.

Very little permanent benefit is derived from attendance in these schools by boys who do not pass beyond the fifth class, and the progress of education among the pupils attending these schools can be measured better by taking the number of scholars in the upper primary section alone for the figures above show unmistakeably that a large number of the pupils in the lower classes attend school for so short a time that the instruction they carry away with them can be little more than nominal. In the following abstract the number of pupils in the upper primary division in November of the last two years is compared.

Number of scholars in the upper primary section of village schools in November.

Year.	Oudh.	Benares.	Allahabad.	Agra.	Meerut.	Rohilkhand.	Kumaun.	Jhansi.	Total.
1886	8,075	4,961	4,397	3,965	2,968	2,847	613	541	28,367
1885	7,658	4,840	4,186	4,275	3,242	2,726	591	465	27,983

There has been an improvement in each of the three great Eastern Divisions, but in the Agra and Meerut Divisions there is a reduction in the number returned.

94. Regarding the diminution of the number of the scholars on the rolls of the village schools, which in Oudh amounted to 4,488, Mr. Nesfield writes as follows,

*On this subject Mr. Crooke, Chairman of the District Board, Etah, writes in his interesting annual report :—

"I would abolish the middle classes at the halkabandi schools. Where there are such classes the master who knows that his chances of promotion depend altogether on the success of his pupils at the middle class examination, does nothing but teach the highest class. The mass of boys are utterly neglected, and their names are only kept on the rolls to swell the returns at the end of the year." Mr. Kaye, the Commissioner of the Division, states he concurs in these views.

and the remarks are to a great extent applicable to the whole province :—"The real cause of this diminution was the introduction, under the orders of the Director, of a new admission register, one of the chief objects of which was to show the progress made by each student through the successive stages of his school career. Such a register would have been obviously useless, had it not been accompanied by a code of rules defining, among other things, the conditions on which a student could be allowed to remain in the same class, on failure to obtain promotion. Now there are two evils against which it is specially necessary to take precautions in the managements of village schools. One is, that teachers are in the habit of bringing in boys (for we cannot call them students) into class VII, the lowest, in order to swell the numbers; the other is that they often allow a boy to remain in the same class for more than two years, taking no trouble about his promotion, so long as they can keep his name on the rolls. The mode adopted in Oudh for checking both practices at once was the promulgation and enforcement of a new rule, by which no student could be allowed to keep his name on the rolls, if after studying for two years in the same class he failed to obtain promotion at the annual examination. As the course of each class is an annual one, and in class VII less than annual, a period of two years allows ample time for any student, whose attendance is intended to be more than nominal, to obtain promotion to a higher class. The rule was rigorously enforced in the year under report, and Deputy Inspectors were instructed by me to do their duty in this matter, whatever the consequences might be in regard to the numbers to be shown in the annual statistical returns. The decrease, then, though it looks bad on paper, indicates what in many respects is a gain. It implies a stricter system of management, more regular habits of attendance on the part of the pupils, and a higher standard of discipline generally. It indicates, too, what is not generally known, or if known is not generally acknowledged, that no earnest or general demand for primary schools can be counted on among the agriculturists and other working classes of Upper India. The demand in an Indian village is usually limited to a few zamíndárs, who may happen to have sons or nephews of their own of a school-going age: any other villagers who avail themselves of the school are usually more or less indifferent, though the influence and example of the zamíndárs may stir them up for a time, so long as it suits the zamíndárs' own convenience to keep the school going. In zila schools, where the demand for English is genuine and earnest, you may lighten the reins of discipline from year to year, raise the rate of monthly tuition charges, impose heavier fines for absence, and exact a higher fee for admission, and yet no appreciable or permanent decrease in attendance or enrolment results in consequence. This is what has actually happened in the case of the Government zila schools in the year under report. But when similar measures are applied to vernacular schools, or when without even raising the fee for admission or attendance, or imposing any fees at all, stricter rules are put into force for the registration of enrolment and attendance, the registers immediately begin to show signs of decrease. Village schools are not so keenly sought after that they can bear the strain of stricter discipline without some diminution in the number of scholars, and this is what has happened in the year under report. There are two circumstances which tend to show that the diminution under reference is not of a kind which need be made a subject of regret. Class VII, the lowest, is subdivided into two sections, A and B. Section B is confined to mere alphabet-learners, many of whom are brought in by the teacher merely to swell his numbers. Out of the 4,488 lost to the rolls no less than 2,469 belonged exclusively to this alphabet class. Again, though the enrolment on the 31st March, 1887, as compared with that of 31st March, 1886, has declined by 4,488, the average daily attendance has declined by only about half this number. These two facts go to show that the decrease displayed in the enrolment of the year under report is the result of a strict system of registration, by which the names of students who are not regular and who have failed to obtain promotion after two years' study in the same class are struck off the rolls."

95. Major Grigg, Deputy Commissioner of Sultánpur, who has taken an active part in the management of the village schools, writes in his annual report :—"Another important factor in diminishing attendance is the new register started in 1886. There can be no fudging now: the history of each boy from the time he enters the school until he leaves is recorded. It is not an uncommon thing to find the numbers on the rolls of a school has not altered for years and years. This state of things can no longer exist, and therefore the fudged returns must undergo a considerable reduction by the light of the new registers. A third ground is to be found in the present Deputy Inspector's (Ram Lal Dube) unexpected visits and impartial reports. He has frequently found teachers absent from the schools for days and weeks together, false records of attendance, &c. All this has operated to cause a very marked falling-off. It is, in fact, impossible to compare the returns (of attendance) of the past and present year."

96. There has, however, occurred a reduction of the number of schools by 80, from 4,915 to 4,835. Thirty-three of these were closed in the Oudh Division, and regarding these Mr. Nesfield furnishes the following explanation :—"This reduction

is partly accounted for by the facts already alluded to. Schools which showed a bad attendance register before the new system of registration was put into force showed a still worse one afterwards, until at last the attendance that remained was not worth the cost of maintenance. Thus in the Lucknow district there has been a decrease of 3 schools, in Bara Banki of 1, in Unao of 9, in Hardoi of 13, in Kheri of 2, in Gonda of 2, in Rai Bareli of 1, in Sultánpur of 1, and in Partábgarh of 1. In Sítapur, Fyzabad and Bahraich there has been no change at present. But the abolition of 33 schools has not been entirely or even chiefly owing to the cause already explained. For some years past there has been a tendency on the part of the local authorities (and Deputy Inspectors cannot always be held blameless on this point) to open or maintain a larger number of schools than could be properly maintained out of the income provided for this purpose. Cheap, uncertificated teachers have been employed much too often; and the really deserving teachers have not unfrequently been paid far less than they deserved. The first example in putting an end to this very unsound system was set last year by the Hardoi* and the Unao districts, where, as I have shown already, 13 and 9 schools respectively were closed in April, 1886. Thus two-thirds of the 33 schools closed in the year under report belonged to these two districts only. The result has been that the teachers who remain are better paid, uncertificated teachers are fewer, and the number of passmen larger than in previous years. In the Hardoi district, notwithstanding the abolition of 13 schools, the enrolment and attendance have increased by about 50, which proves the soundness of the policy of engaging properly qualified teachers and paying them a salary higher than what is usually given to sweepers. The same process has however yet to be applied to the districts of Sítapur and Bara Banki, in both of which, specially in the latter, the schools are too numerous for the income available for their support, and consequently their efficiency is much below what it might be. In Bara Banki the standard of tuition is exceptionally low, and the number of uncertificated teachers is abnormally high. The needed reform is, however, now being commenced. Seven shools have been closed since 31st March last in this district, and some 30 students or teachers have been sent to the normal school to be trained. When these men are ready a similar improvement may be expected, such as has been already effected in Hardoi. The Gonda district, too, is overstocked, and hence the closing of some four or five schools has been lately recommended. Sultánpur, Kheri and Rai Bareli have all been suffering more or less from a plethora of ill-paid, uncertificated and inefficient teachers, and recommendations for a removal of the evil were recently sent from this office to the district boards concerned."

97. Pandit Lakshmi Sankar, the Inspector in charge of the Benares Division, writes in a similar strain:—"In my last report I remarked that a number of nominal and worthless schools existed in my division. The district boards have abolished some of them, but a little more pruning is necessary. The halkabandi schools have thus been reduced from 786 to 774, but by this reduction the educational efficiency has not been impaired. The abolition of worthless institutions will have a tendency to concentrate tuitional energy and thus produce better results, which can be apparent only after a few years."

98. The above remarks are applicable to most of the districts in the North-Western Provinces even with greater force than to those of Oudh. Schools have been multiplied with little discrimination, whether or not there was an effective demand for them; whether the means at the disposal of the board were sufficient to pay the salary of a capable teacher, or even whether any capable teacher was available. As Mr. Deighton, the Inspector of the Rohilkhand Division, writes in his report "Men seem to have been appointed and to have been allowed to retain their posts, though wholly unfit for this work." The result has been to scatter over the province a number of schools in villages where there is no sufficient demand to justify their maintenance and to place schools in charge of men paid a wage lower than that of a canal *beldár*, and intellectually and morally unfit for the work. Such injudicious administration of school funds has necessarily brought general discredit upon the village school system of the provinces. The first principle which should have guided the boards in the extension of education, should have been to establish no school until a man fitted to be its master could be obtained. The number of schools which each district can keep up must be limited by the salaries at which efficient teachers can be attracted and the means at the disposal of the board to pay these, and the application of this principle will be followed by a further reduction in the number of wretched institutions which are scattered in the villages of the province. If the State elementary schools are to become examples of what such institutions should be, the first step to be taken in each district must be the reduction of the schools to the number which the funds at the disposal of the district boards can maintain in efficiency. The Cawnpore District Board has been one of the first practically to recognise this.

* The Secretary of the District Board, Hardoi, writes in his annual report:—"Better salaries for teachers and better quarters for village schools are the crying wants."

99. In this connection the following extract from the annual report by Mr. Deighton, the Inspector of Rohilkhand, is of interest.

"Their (halkabandi schools) success depends chiefly upon three things: upon the intelligence and energy of the Deputy Inspectors; upon the class of teachers we are able to provide; and upon the interest taken in the schools by the district authorities. As regards the first point, we are now in this division fairly well off; as regards the second, each year increases the number of teachers who have passed through the normal school and are thus more or less well-fitted for their duties; as regards the third, it is not very easy for me to judge, but it is pretty certain that their interest will be greater or less according as the European members care or do not care for education. I have already spoken of the help I have received during the past year from Mr. Wright; and I feel sure that if in each district there were an Assistant Magistrate equally able and willing to devote his time to the matter, we should before long see a very different state of things. In reference to the inspection of both primary and secondary vernacular schools by the subordinate inspecting officers, I have at times fancied that the remarks I made on this subject last year have had some effect. This may be fancy only, but I am the more inclined to believe it a reality because, whatever their short comings, I have generally found the Deputy Inspectors ready to accept a hint when given them. The ability may fail them, but the willingness is there."

The Upper and Lower Primary Examinations.

100. The village schools are annually tested at the upper and lower primary examinations conducted by the Deputy Inspectors under the directions of the divisional inspectors. The following are the results:—

Division.	Number passed in the upper primary standard.		Number passed in the lower primary standard.	
	1887.	1886.	1887.	1886.
Oudh	1,846	1,642	3,250	4,062
Allahabad	577	624	1,896	2,110
Benares	802	488	2,495	2,301
Agra	505	760	1,312	1,865
Rohilkhand	460	555	1,188	1,209
Meerut	231	289	950	1,038
Kumaun	22	34	92	71
Jhansi	24	26	236	255
Total ...	4,017	4,418	11,419	12 911

In Oudh alone the number who have been passed by upper standard has increased: in the remaining seven divisions there is a diminution. There has been a decrease in the number passed by the lower standard throughout the province except in Benares and Kumaun. In the Agra Division, the decrease must be ascribed partly to the fact that the Inspector in charge was changed, Mr. Lloyd proceeding on leave and being succeeded by Mr. DeMello. There have been also changes in the Deputy Inspectors, with the usual result of a more strict standard of examination being adopted. In the Benares Division, the reduction is also attributable to the increasing strictness of the annual centre examinations. Throughout the North-Western Provinces the number of scholars passed in the upper primary standard has been checked by the department rule issued in March under Circular 8 of 1886, by which scholars after passing that standard cannot continue to receive instruction in a primary school. The practice which prevailed in some districts of allowing boys' names to continue on the rolls of the third class sometimes for years after they have nominally passed the final standard of the school, was thus forbidden, and the examination now definitely marks the fact that a boy has reached the highest standard of instruction which is professed in a primary school, and must proceed to the secondary stage if he wishes to continue at school. This rule rendered necessary much greater discrimination and strictness in the conduct of the examination.

101. Under this office circular 27 of 1886 the divisional inspectors were requested to send a return for each district inspected by them to show the extent to which they had personally superintended the annual centre examinations of the upper and lower primary classes, and the results of the examinations thus conducted by them, or directly under their orders. The inspections *in situ* are not included in these returns. The following is a comparison of the extent of this supervision over the annual examinations in each of the divisions.

Inspectors' Centre Examination.

Divisions.	Centres.		Schools.		Scholars.			
					In class III.		*In class V.*	
	Number in the division.	Number at which the Inspector presided.	Number in the division.	Number present at the centres where Inspector presided.	Number in the division.	Number examined by the Inspector.	Number in the division.	Number examined by Inspectors.
Oudh	384	140	1,097	474	3,442	1,461	5,723	2,307
Benares	113	72	805	562	1,395	979	4 051	2,604
Agra	159	51	720	182	547	477	924	772
Allahabad	135	43	690	149	1,549	414	3,639	856
Meerut	95	55	673	381	976	580	2,349	1,350
Rohilkhand	*	46	593	311	1,221	740	2 648	1 444
Jhansi	58	53	136	135	103	98	566	512
Kumaun	*	10	160	129	159	144	784	653

* The Deputy Inspectors' examinations in Rohilkhand and Kumaun were held *in situ.*

The examinations held by the Inspectors apply to the primary sections of the village schools, an external test of the work under the Deputy Inspector. They are the best means of checking the returns made by the Deputy Inspectors of the number of scholars who have attained the prescribed standards, and act in relation to the elementary schools in the same manner as the public departmental examination does in relation to the middle schools.

The Oudh Inspector was aided by an assistant. The whole of the examinations in the Meerut Division were conducted by Munshi Piarey Lal, the Assistant Inspector, Mr. Constable, the Inspector, being occupied in inspecting the European schools of the province. It will be seen that the examination was conducted to the greatest extent by Pandit Lakshmi Sankar Misra, in charge of the Benares Division, and that Mr. Dodd's work in this branch comes considerably behind that of his colleagues in charge of the other seven great divisions. In the two small divisions of Jhánsi and Kamaun, practically the whole of the annual examination was conducted by the inspector. In every division' however, the inspectors examinations extended to such a number of centres, schools, and scholars in each district that they must be regarded as amply sufficient to form an estimate of the quality of the teaching throughout the division.

The Oudh Division.

102. In this division 61 per cent. of the examinees at the *upper* primary examination and 64 at the lower primary examination satisfied the examiners. The following shows the position taken by each district in the order of its success at the upper primary examination

	Percentage of candidates successful at—			*Percentage of candidates successful at—*	
	Upper primary.	Lower primary.		Upper primary.	Lower primary.
1. Sultánpur	82	72	7. Rae Bareli	56	66
2. Bahraich	76	95	8. Unao	54	59
3. Gonda	74	70	9. Hardoi	52	47
4. Fyzabad	66	67	10. Lucknow	51	63
5. Sitapur	65	69	11. Partabgarh	51	67
6. Kheri	58	73	12. Bara Banki	45	48

Mr. Nesfield, in his Annual Report, compares the results obtained by the Deputy Inspectors in the examinations which they conducted independently, and shows that,

making due allowance for the fact that the Inspectors' examinations took place earlier in the season, the results of both examinations were much the same.

The following remarks on the several districts of the Oudh Division extracted from the Inspector's report should be read with the above table. The *Lucknow* schools which had deteriorated during the preceding year were found doing well, but did not show such good results in the examinations by the Inspector, because these were held early in the season. *Sitapur*, *Rae Bareli*, *Partábgarh*, *Bara Banki*, and *Sultánpur* were under a similar disadvantage. The Bahraich district holds a conspicuous place from the excellence of its penmanship. Great improvement was found in the Hardoi district, where the energetic Deputy Inspector, Sayyid Ali Bahadur, has done much to efface the effects of previous bad management. Mr. Nesfield calls especial attention to the need of pruning away the bad schools in the Bara Banki, Sítapur and Gonda districts, and obtaining thereby the means of placing the remaining schools in a satisfactory condition.

103. At the end of the preceding year Mr. Nesfield, completed a codification of the system of organisation in his division, which he had been elaborating during the preceding four years. This came into force in the beginning of the year, and contained an important revision of the standards of instruction for the five classes of the primary schools. The following brief description of the revised curriculum is taken from his Annual Report.

104. "Class VII is really made up of two classes called respectively A and B, of which the latter consists of boys learning to write single and double characters and figures up to 100, while the former consists of boys who at the close of the year under report were able to write easy words to dictation and work out easy questions in simple addition. On 31st March, 1887, out of the 17,471 students in class VII, 9,507 belonged to the lower section, B, and 7,964 to the section A. In class VI they finish the simple rules of arithmetic, and the first part of mental arithmetic, and write to dictation either in Kaithi or Nagri or Urdu from an elementary reader. Students who have completed this stage and passed the annual examination both in arithmetic and dictation, may be said to have carried away something tangible and to a certain extent useful, though it is not much. Such knowledge, slender though it is, is of some little use to those who might afterwards become chaprasis or messengers or to those who might have charge of small shops and would be compelled to keep petty accounts in writing. In class V the students finish the compound rules of arithmetic, complete the course of mental arithmetic, and read and write in either form of the vernacular from a more advanced but still elementary reader. This is the stage known as lower primary. Three thousand two hundred and one passed this standard in the year under report out of 4,906 examinees and 5,399 enrolled. The knowledge represented by this standard is high enough to be very useful to shopkeepers, but not high enough, so far as I know, to enable tenants or small zamíndárs to test the accuracy of patwári papers. In class IV the students finish simple proportion, double proportion and interest, and all the main rules relating to the mensuration of surfaces. They read a poetical course in one or other form of the vernacular, and a collection of business papers called Maktub-i-Ahmadi, which was originally published in Oudh, but has now come into general use in the North Western Provinces. They are also expected to make themselves acquainted with the geography of Upper India, and to write to dictation from books of equal difficulty with the reader. In the year under report 2,227 students passed this standard in all subjects out of 3,987 examinees. In class III they go through vulgar fractions, decimal fractions, and any rules of arithmetic not learnt in the preceding classes: a further poetical course, and another prose reader consisting of letters of business, deeds of mortgage, &c., but fuller and more varied than that used in class IV. Composition is practised instead of dictation, as in the previous classes. The History of India is read in a prose reader more for the sake of the language than the matter; and the general geography of the world is taught by the book and as far as possible by the map also. Mensuration has been studied hitherto in this class, but as this subject is taught in class IV, the proper substitute for it in class III would be a Manual on Field Book and Village Accounts, which I understand is now under preparation. When this last subject has been introduced, the course will be as complete as it can be expected to be made for the sons of petty landlords and tenants. In the year under report, 1842 students passed the standared of class III, which is known as the upper primary, against 1,635 in the previous year. There is thus an increase of over 200 since the previous year."

104.—The following important explanations regarding the additions to the curriculum must be placed upon permanent record :—

"The additions made to the primary vernacular curriculum during the year under report are of great importance. For, the first time, since village schools were opened by the state either in North-Western Provinces or Oudh, mental arithmetic,

such as is in daily use in all the market-places and tradesmen's shops in Upper India, has been made a regular part of the curriculum, and a text-book containing the formulæ and fractional tables, by which questions are worked out mentally and without the use of slate and pencil, has been prepared for the purpose. The book was compiled by Thakur Chandi Singh, one of the employés in Oudh, and is intended to contain, and does in fact contain, the substance of what is taught in the indigenous Hindi schools more commonly known to the world as Kaithi pathshalas. One portion of the course is taught in class VI and the remainder in class V. The quick system of bazár arithmetic, which is used all over Upper India by the masses of the people, has been neglected far too long in the Government schools; for it is much more efficient and useful for making the small calculations which villagers and men of small means have occasion to make in this country, than the ponderous processes of long division, &c., employed in our own system of arithmetic with the help of slate and pencil. As long as the only point to be decided was which of these two systems was to be taught, the Directors of Public Instruction acted prudently perhaps in choosing that with which they and their subordinates were acquainted and which was then in fashion; for the bazár arithmetic in those days was put out of court, and to have encouraged such a system would have been regarded as "a relapse into barbarism," as a learned man once described it to me. But there is no reason why both systems should not be taught; and the experiment of teaching both has now been made. The result of the trial thus far is, that the boys are not unable to learn the two systems simultaneously, but that the teachers are for the most part unable, through their own ignorance, to give them proper instruction. The difficulty lies, then, not with the boys, but with the teachers, none of whom were trained in mental arithmetic during their residence in the normal school. They are now learning it as well as they can by private study. All the candidates now placed in the normal schools are learning both systems, and will not be granted certificates unless they pass in both. The addition of mensuration to the curriculum of class IV is another important innovation made during the year under report. Hitherto this subject has been taught in class III only, and I believe that in many parts of North-Western Provinces it is not taught even in the third class. But in view of the proposed introduction of a Manual on Field Book and Village Accounts,* by which it is hoped that tenants and zamindars will be in a position to defend themselves from possible exactions by the patwári, it was thought advisable that the foundation should be laid in class IV and this could only be done by taking the students of that class through all the main rules of theoretical mensuration. The book taught in class IV goes through the measurements of lines triangles, squares, oblongs, irregular four-sided figures, circles, and segments of circles, and for such calculations the extraction of square root is of course indispensable. The subject, taken as a whole, forms a very serious addition to the work to be completed in class IV. But the boys have not proved themselves unequal to the task. The course is not much below what is taught for the middle class examination. The rules are much the same, but the examples given are easier."

The Benares Division.

105. *Results of the Inspector's Examination of the Primary Schools. Percentage of passes:—*

Examination.	Benares.	Basti.	Ballia.	Azamgarh.	Gházipur.	Mirzapur.	Gorakhpur.
Upper Primary	38	36	35	31	20	18	15
Lower "	49	57	61	48	51	46	46

The average percentage of passes in the upper primary examination was 26 and in the lower primary 51. Thus in the upper primary examination the districts of Gházipur, Mirzapur and Gorakhpur presented scholars for examination very much below the standard of preparation of the division, and the standard shown by the lower examination also was unsatisfactory. The Inspector, however, reports that the district has improved under the management of the present Deputy Inspector, Munshi Bal Krishna Lal. Taking both examinations together, the general standard of tuition in

* The edition of this book for the districts of the North-Western Provinces has been published under the name of *The Hand Book of Rent and Revenue Law*, by Pandit Rama Sankar Misra, M.A., Deputy Collector in the Settlement Department. The edition for the Oudh districts is being prepared.

the Ballia district is shown to be the best in the division, a result due no doubt in a great measure to the administration of Munshi Balkrishna Lal, who until recently was in charge there.

The apparent success of the Benares district at the Inspector's examination arises not so much from any sudden improvement in the schools, as from the abolition of many schools which had proved to be failures. The district has, however, certainly improved under the careful and judicious management of Babu Manohar Das, the present Deputy Inspector. A very considerable reduction in the *nominal* attendance has resulted from the introduction of the admission register, referred to in paragraph 94 above, and by a strict supervision which has reduced the false entries to a minimum.

Taking the division generally, there is no doubt that a steady improvement in the tuition of the primary schools has resulted from the management of Pandit Lakshmi Sankar Misra, who has officiated as Inspector since April, 1885. He has devoted to this part of his work great energy, and much tact and method.

Agra Division.

106. *Results of the Inspector's examination of the primary schools. Percentage of passes*—

Examination.	Agra.	Mainpuri.	Muttra.	Etáwah.	Etah.	Farukhabad.
Upper Primary	71	67	65	44	42	40
Lower "	40	59	55	56	35	38

In the upper primary examination the average proportion for the division was 58 per cent. and for the lower primary 49. Three of the six districts, Etáwah, Etah and Farukhabad, fall considerably below the other districts in the efficiency of the instruction in the upper primary section, and Etah and Farukhabad are almost equally unsuccessful in the lower classes. The district of Mainpuri comes out, on the whole, most favourably. Regarding the Farukhabad district, Mr. Kaye the Commissioner, writes—"The demand for education of all kinds seems to be falling off. But little interest seems to be taken in the department either by district officials or by members of local boards." There has been a falling off in the number on the rolls of the village schools in the district, but I do not see any reason to believe there has been any diminution in the number really learning anything. The old Deputy Inspector retired at the beginning of the year 1886, and was succeeded by an energetic and zealous official from the Allahabad Division, Pandit Dín Dayal, with the usual result of a tightening of the discipline and a stricter standard of examination. Practically we have in the year under report the work of an old Deputy Inspector overhauled by an energetic successor, not too eager to show that the state of the schools was especially satisfactory when he took charge. Towards the close of the year a change between the Deputy Inspectors of Farukhabad and Etáwah became advisible. The examination of the Inspect or shows undoubtedly that the standard attained in these schools is low.

107. The following extract from the annual report on the primary schools of the Agra district, by Mr. Finlay, Chairman of the District Board, is of interest. "The condition of the school buildings owned by Government is very far from what it should be. I do not know of one school-house which is what might fairly be called sufficient or comfortable for the teachers and pupils, and certainly in the hot weather and rains their discomfort must be intense. A very startling contrast is afforded by the large Jaini school in Firozabad, where over a hundred boys are taught in a roomy stone building nicely carpeted with floor-cloths and absolutely rain proof and away from the, to a boy, irresistible distractions of a noisy bazár. The results of the teaching in our schools are of course very far from what they should be, but I consider they are most creditable alike to teachers and pupils, considering the difficulties with which both have to contend." "In the matter of repairs I have to thank the members of the various boards for practically relieving the Tahsildárs of the whole of that work which they did as economically and as effectually as was possible under the circumstances." "I had the pleasure of examining the well-known Jaini school in Firozabad in the beginning of March, and I found it in as flourishing and satisfactory a condition as ever. Later on in the same month Mr. Hamblin and I were present at a great Jaini Mela in the vicinity of Firozabad, one of the most interesting features of which was

an assemblage of over seven hundred boys collected from the adjoining districts, who were examined by a committee, or, probably it would be more accurate to say, a panchayat, of Jainis, and rewarded in accordance with the results of examination.

"All district boards will soon be face to face with a great difficulty. Tahsíli and pargana schools are getting more and more over-crowded every day. Boarding-houses are unhealthily crammed. More accommodation is everywhere needed; but funds to provide it are wanting. It will very soon come to this, that education will have to be extensively refused for want of actual sitting room for pupils."

108. Mr. Crooke, the Chairman of the District Board, Etah, has directed his attention especially to the village schools of his district. The description he gives in his annual report of the schools is equally applicable to many other districts of the province. The extract I give also shows the manner in which the numbers nominally attending the schools are reduced as soon as any strict supervision is introduced. He writes as follows:—"During my cold weather tour I inspected personally a large number of schools and found on the rolls in almost every school a large class of infants who were taught nothing and whose names were kept on merely to swell the returns. Besides this there was a great deal of fudging of returns. These evils I took measures to reform and the result is a decrease of the numbers on the rolls, which however does not imply a falling off in *bona fide* education. What we want badly is to improve the status of the teachers. It is impossible to procure efficient teachers at the rates of pay allotted for the lower grades. Men employed on these low rates merely take the post as a stepping-stone to something better. They have no character to maintain; show no energy in their work; and are constantly absent. To remedy this I undertook to prepare a scheme for regrading the teachers and by abolishing a few of the most inefficient schools to improve the position of the other teachers to such an extent as to make their appointments worth having. "One of the main difficulties we have to deal with is the repeated absence of teachers. This I attempted to remedy in two ways. In the first instance I tried to interest the local board members in the matter and requested them to visit the schools in their neighbourhood more constantly. They were asked, not so much to examine the classes as to see that the masters were regular in their attendance and that the registers were honestly prepared. You will have observed in the proceedings of the monthly meetings of the board that a large number of schools have been inspected by by members and the result has certainly been satisfactory to some extent. Further, one main excuse given by school masters for their absence was that they were obliged to go once a month to the tahsíl to draw their pay. To remedy this I introduced the following system tentatively. The Deputy Inspector was directed to attend at head-quarters on the day when the pay was drawn from the treasury and procure money orders in favor of masters whose schools were at any considerable distance from the tahsíl. A money order for Rs. 10 costs only annas 2 and it is manifestly to the advantage of a teacher living 15 or 20 miles from the tahsíl to have his pay delivered at his door at this small charge, which is much less than the cost of a long journey often in inclement weather. Besides he is saved the risk of extortion at the hands of tahsíli menial officials."

Allahabad Division.

109. *Results of the Inspector's examination of the primary schools. Percentages of passes—*

Examination.	Allahabad.	Bánda.	Hamirpur.	Jaunpur.	Cawnpore.	Fatehpur.
Upper Primary	56	52	51	48	39	28
Lower "	65	70	67	56	68	55

Throughout the division the average proportion of the examinees who passed was for the upper primary examination 45, and for the lower, 63. The least successful tuition as tested by these examinations was found in the Fatehpur district, where the scholars failed descreditably in the upper primary examination and did badly in the lower. The three districts of Allahabad, Bánda and Hamírpur are shown to have attained nearly the same standard. Regarding the *Fatehpur* schools, however, the Inspector, Mr. Dodd, reports that the mode of teaching has improved, and the intelligence of the pupils is oftener called upon. He notices especially that the methods of solving questions in arithmetic are more systematic and logical in arrangement.

Meerut Division.

110. *Results of the Inspector's examination of primary schools. Percentages of passes—*

Examination.	Meerut.	Dehra.	Aligarh.	Muzaffarnagar.	Sahárunpur.	Bulandshahr.
Upper primary...	42	33	32	30	29	12
Lower „	57	64	50	55	40	30

Throughout the division the average proportion of passes at the upper primary examination was 30 per cent. and at the lower 47 per cent. The result in the Meerut district is fairly satisfactory for both examinations. The examination in the upper standard shows the tuition in the remaining five districts to be decidedly inferior. The result of both examinations of the scholars in the Bulandshahr district is very unsatisfactory and the Deputy Inspector, Pandit Har Gobind, who has been so long in charge must be considered answerable for the failure.

Rohilkhand Division.

111. *Results of the Inspector's examination of primary schools. Percentages of passes—*

Examination.	Bijnor.	Moradabad.	Bareilly.	Sháhjahánpur	Budaun.	Pilibhít.
Upper Primary	72	64	64	64	53	40
Lower „	63	55	54	50	59	33

The average proportion for the division of the passes at the upper primary examination was 62 per-cent. and at the lower primary 55 per cent. The above shows that only two districts of the division were below the general average, and that Bijnor was very considerably above it.

Mr. Deighton, in his annual report on the Sháhjahánpur district, calls attention to the excellent works done towards the organization and proper management of these schools by Mr. Wright, C.S., the Assistant Magistrate, who carried on the duties of Secretary to the Board. "It is," as Mr. Deighton writes, "of the very greatest help to the Deputy Inspector to find in one of the District Officers a man who knows not only how to direct their efforts but also how to test their inspection work." He considers that the Sháhjahánpur schools should rank first in his division.

Kumaun and Jhánsi Divisions.

112 *Results of the Inspector's examination of primary schools. Percentages of passes—*

Examination.	*Kumaun*			*Jhánsi.*		
	Tarái.	Kumaun.	Garhwál.	Lalitpur.	Jalaun.	Jhánsi.
Upper Primary	28	16	11	50	27	25
Lower „	15	15	16	71	65	49

It will be seen that in the districts of the Kumaun Division the pupils in the upper and lower primary classes have a great deal yet to do to attain the standard required by the Inspector. Such a result could hardly have occurred unless the promotions from the lower classes into the top class of each section had been made prematurely. The pupils in the Lalitpur district have done well in both examinations. I may remark that I found from my own inspection of the schools in the Jhánsi Division that the Inspector, Munshi Sohan Lal, erred in his standard of examination on the side of too great strictness, and that consequently the general results throughout his division

appear lower than they might have been with a more lenient examiner. This division has been for many years in charge of Munshi Sohan Lal. During my tour I visited many of the village schools, and was satisfied that the Inspector had bestowed much care and energy upon them, and that, making allowance for the class of people he has to deal with, his management has been successful.

Fees in village schools.

113. It will be seen from the table in paragraph 120 below that the fee receipts have risen from Rs. 3,739 to Rs. 6,598. Fees have been taken for some years from the non-agricultural boys in several districts, and these have been more rigidly enforced, but no general system of levying fees has been adopted. A beginning has, however, been made in the districts of Sultánpur and Partabgarh to carry out the recommendations of the *Education Commission.* In section 194 of their report, regarding the levy of fees in primary schools the Commission writes:—"We think it generally desirable that even in primary schools fees should be raised as far as is consistent with the spread of education," and they recommend that in municipal and the local boards' schools, children should be not entirely exempted from fees on the ground that they are children of rate-payers. In the Oudh districts fees had been nominally levied from all scholars by the teachers, but the extent to which they were really taken has always remained doubtful, for they have remained the perquisites of the school-masters, subject to certain small contributions towards expenditure connected with the library for village teachers, &c. The District Boards of Partábgarh and Sultánpur resolved to make the levy of small fees a reality, and directed that the whole of the collections should be placed to the credit of the board to be distributed at the end of the year to the most deserving teachers. It is premature to report upon the general result of the change, but there is at present no reason apparent for believing that the system has had any result injurious to *real* as distinguished from *nominal* education. Major Grigg, in his interesting annual report on the village schools of the Sultánpur district, writes as follows:—

"It has been ascertained, the Deputy Inspector tells me, that the fees entered in the registers were (under the previous system) for the most part fictitious. This, he says, was done with the object of showing schools were in a flourishing condition. There appears every reason to believe he is correct. For, in 1884-85 the fees were Rs. 1,400; no alteration was made in the fee charges and yet the teachers paid in only Rs. 997-10-6. The balance either they pocketed or the entries were fictitious. In one school visited by me it appeared the teacher had reduced the attendance from 60 to 16 or 20. The fees had not been raised. He had simply done his little all to lower the attendance. He merely adopted the role of a good many teachers, especially of the outlying schools, who imagined that by lowering the attendance they would gain their object—the power to retain the fees. This school was just about to be closed when the above facts came to notice. The teacher was sent elsewhere and another appointed in his place, and now the attendance is rising steadily. This year, however, they (the fee receipts Rs. 842) have been paid away, as rewards (to teachers), and it is said this will have a most excellent effect. There will be no more opposition, but the reverse. Each teacher will do his best to improve his school. These fees are paid by the board to those teachers whose schools have done best at the annual examination."

I have myself come to the conclusion as the result of my inquiries into the subject, that a judicious introduction of small fees, beginning with ½ an anna a month, in the lower primary section and one anna in the upper primary section, will have a beneficial effect upon the schools. The fee income will eventually become a considerable source of income to be utilised by the district boards in the extension and improvement of the primary education of the people, and the time has now come for the boards to avail themselves of this source of income.*

The classes attending village schools.

114. In order to obtain some accurate information as to the class of people who send their sons to the village schools, I caused to be compiled lists of scholars in select representative schools in the Agra, Farukhabad and Etáwah districts. These show the occupations followed by the families of the scholars in the classes above the sixth only, for it is well known that in the sixth and seventh classes the attendance of many of the scholars is, for purposes of instruction, merely nominal. The cultivators and other residents of the village are quite willing to allow their little boys to sit in the

* Since the above was in type, I have received from Mr. Hoey, the Deputy Commissioner, a report on the results in the Partábgarh district. He writes:—"As to the expediency of levying these fees, I have to say that the necessity of levying them seems wholly beyond question..... The fees levied in this district are paid willingly and to admit any questioning of the propriety of the principle that education is worth paying for would be retrograde in the extreme..... The rates range from half an anna to two annas a month.

school daily as long as they are too young to be useful; but these should be left out of consideration in any inquiry to ascertain the classes of people whose sons are really benefiting by the instruction given. The following, then, shows the occupations followed by the families of the boys in the third, fourth and fifth classes in the 50 schools to the enquiry extended:—

Number of schools.	District.	Zamíndár.	Cultivator.	Service.	Pandital.	Trade men and artisans.	Total.
18	Farukhabad ...	60	70	90	23	111	354
20	Agra ...	86	70	66	13	116	351
12	Etáwah ...	28	65	20	14	57	184
	Total ...	174	205	176	50	284	889

Thus 43 per cent. of the scholars come from the agricultural classes, of whom 20 per cent belong to the landlord class and 23 per cent. to the cultivating class. Of the remaining 57 per cent., 32 per cent. of the scholars come from among the village tradesmen and mechanics; 20 per cent. from families earning their living by service, and the remaining 5 per cent. belong to the families of the village priests. When it is remembered that the population of these villages consists almost exclusively of agriculturists, it will be seen that the village schools have as yet made but small progress among the cultivating classes for whose benefit they were originally established. The reason of this is not far to seek. The majority of the tenantry cannot afford to dispense with the help of their boys as soon as they are strong enough to give it, and boys can be useful about the cattle and the fields soon after they are six years old. Among the well-to-do cultivators there is often a reluctance to send their boys to school unless they are intended to earn their living by some other occupation than agriculture, a reluctance arising, no doubt, partly from prejudice, but also from experience that when a boy has acquired skill with the pen he is unwilling to undertake the hard manual work hereditary in his family.

The above abstract shows that it is the petty tradesmen, village priests and other non-agricultural residents of villages who mainly benefit by our village schools. Thus this inquiry fully confirms the remark of Mr. Nesfield quoted in paragraph 94 above that "no general demand for primary schools can be counted on among the agriculturists."

Qualifications of teachers in village schools.

116. In paragraph 98 above attention was drawn to the practice of opening schools before any duly qualified person was available to take charge. The district boards have become to some extent aware that a *school* cannot be created by sending into a village any man who can read and write and paying him six rupees a month to call himself a schoolmaster, and that the first step towards improving the schools is to improve the teachers. Mr. Neale, the Collector of Bareilly, writes decidedly in his annual report on the schools of his district:—"Until the qualifications of teachers are improved, which will be a work of time, I do not see that more [*i.e.*, better results] can be looked for." The only effective method, however, of checking the establishment of schools for which no qualified teacher is procurable, and raising the class of specialists required for a system of public elementary education, is that adapted in all its strictness by the English Education Department: no state money must be expended on an elementary school, unless a teacher duly qualified under the departmental code is placed in charge. In harmony with this principle, Resolution of Government No. $\frac{1107}{X-10}$, dated the 6th March, 1886, issued under section 35 of Act XIV of 1883, lays down in substance that all persons employed as teachers in these schools must pass through the Normal Schools and be certified as qualified by this department. In accordance with this resolution a departmental code was issued in August, 1886, laying down the qualifications required for teacherships in these schools (see appendix VI). The code requires in substance that every person desiring permanent employment as a school teacher must pass through the course of the Government Normal School for teachers in vernacular schools, and serve a certain period as a subordinate teacher under the observation of the district and divisional inspecting officers. Measures are now in progress to improve the position of teachers in vernacular schools, which will no doubt result in attracting to these teacherships a class of men who will undergo the training required previously to the issue of certificates. At present the supply of duly qualified men is not sufficient to meet the demand, and the rules have to be worked leniently.

Aided primary schools.

In Circular 16 of 1886 of this Department (see appendix VII) a scheme was drawn up for aiding primary vernacular schools on the payment-by-results system, as

advocated by the Education Commission in section 166 of their report. The rules were founded on the system which was adopted in consultation with the Reverend E. W. Parker of the Rohilkhand Missions to distribute aid to the mission schools in Rohilkhand. The grants given were those originally proposed by Mr. Parker. The following shows the statistics of the schools aided under the rules during the year :—

Return of primary schools aided during 1886-87 *under Director of Public Instruction's Circular No.* 16 *of* 1886.

1	2	3							4						5	
Division.	Number of schools aided.	Classification of scholars after the last examination under section 11.							Number of scholars passed during the year under section 10.						Total grant earned.	
		VII B.	VII A.	VI.	V.	IV.	III.	Total.	VII B.	VII A.	VI.	V.	IV	III.	Section 10.	Section 15.
															Rs.	Rs.
Rohilkhand ...	39	...	146	84	26	12	4	272	146	84	26	12	4	...	295	7·4
Agra ...	4	107	32	24	8	11	3	185	29	17	6	8	3	...	73	...
Total ...	43	107	178	108	34	23	7	457	175	101	32	20	7	...	368	7·4

The system has been extended also to some schools in Oudh, but all these schools are under the management of missionary societies.

118. The reports of the Inspectors and Deputy Inspectors show that, with very few exceptions, the schools are of the most inefficient type ; their tuition is bad, the discipline and organization very inferior, and the attendance of the pupils irregular. The teachers are reported to have done little towards improving them ; many of them have but an ephemeral existence, as in the example quoted by the Inspector of Rohilkhand :—" At Sháhjahánpur there were four schools in the city, but at the time of the examination they were all amalgamated and shown as one under one teacher."

The following note on the schools in the Oudh Division, which are to be aided under the rules, has been furnished by Mr. Nesfield, the Inspector :—

" The unaided schools, of which returns have been received in this office, are of a very inferior type. A scheme was drawn up last year by the Director of Public Instruction for inspecting and aiding these schools on the principle of payment-by-results, such and such grant being allowed for every student who passes in such and such a standard. It was not possible, however, to get the scheme at work before the close of the official year, because the nominal lists of students, on which everything depended, were not received in many cases before 31st March, and in cases in which they reached the Deputy Inspector before this date, they reached him too late to admit of the schools being visited and examined by standards before the statistics of the year were collected. The principle on which this scheme is based, is (it is needless to say) one well established by precedent. But the data which have been collected by those Deputy Inspectors, who have been able to examine the schools *in situ* and report the results of their observations, leave but little ground for hope that the working of this scheme will be attended with much practical benefit to the progress of secular education. Out of the 50 schools intended to be placed on the new aided list no less than 44, or close upon 80 per cent., have nothing higher than class VII, and 8 more, or 13 per cent., have nothing above class VI. Thus 93 per cent. are still below class V, the lower primary standard. It was also brought to light that in 48 out of the 58 schools, the pay of the teachers is below Rs. 7, and in 41 out of these 48 below even Rs. 6, being in some cases as low as Rs. 3. The teachers are uncertificated and very imperfectly educated themselves. Under such circumstances it is vain to expect that small annual grants of a few rupees can inspire them with new knowledge or transform them into efficient schoolmasters. A further difficulty in the way of working this scheme lies in the fact that the Deputy Inspectors in Oudh have no time to bestow on more schools. In Rae Bareli, for example, there are already 115 Government village schools, and the Deputy Inspector (as I observed on my late tour) was unable to visit each school once a quarter, as he ought to have done, if possible. Thirteen new schools, all of the inferior type already described, and each requiring more inspection and attention than a Government school, have now been added to his list, making 128 schools in all. We have no Sub-Deputy Inspectors in Oudh, and it is needless to remark that no one man can efficiently supervise and examine as many as 128 schools within the year. If this new grant-in-aid scheme is to be extended, the Department in Oudh must be provided with Sub-Deputy Inspectors, as it is already in North-Western Provinces, or with help in some other form."

119. It is clear that the teaching and discipline in these schools generally is in a very rudimentary condition, indeed so inferior are they that Mr. Nesfield seems to think it hopeless to render them effective. An attempt, however, must be made by means of regular inspections and by compelling the teachers to conform to fixed standards and rules to transform these embryonic institutions into useful schools for the people. The effect of the regular inspections will undoubtedly be salutary, as it is reported to be by the Deputy Inspectors of Rohilkhand. It must be remembered, however, that no great extention of this system of aid will be possible unless the inspecting staff is increased.

General statistics of primary schools.

120. The following is a general statement of the primary education of native boys during the last two years :—

Public primary schools for native boys.

	Number of institutions.		Number of scholars		Expenditure— From public revenues.		Municipal funds.		Fees		Endowments, &c.		Total	
	1886	1887.	1886	1887	1886.	1887	1886	1887	1886	1887.	1886.	1887.	1886.	1887.
State ...	4,915	4,835	169,687	161,108	480,288	495,177	19 074	19,372	3,739	6,598	2 005	2,263	514 706	523,410
Aided ...	93	93	4,964	4,943	17,270	14,428	5,396	2,150	4,749	3,182	19 803	20,681	47,218	40,441
Unaided ...	46	43	1,607	1,511		...	...	...	421	756	7 049	7,968	8,070	8,724
Total ...	5 054	4,971	176,258	167,562	500,558	509,605	24 470	21,522	8,909	10 536	30 057	30,912	569,994	572,575

The difference in the figures of the two years for the primary aided schools is due mainly to a difference of classification. If we take the figures for the aided schools, both *secondary* and primary together, the differences are unimportant, we have 185 schools 1886 against 191 in 1887, and an expenditure of Rs. 1,55,838, against Rs. 1,61,668.

SECTION V.—SCHOOL EDUCATION, SPECIAL.

121. The number of candidates at the normal school examinations was considerably increased in consequence of the resolution of Government referred to in paragraph 116 which requires teachers in vernacular schools under the district boards to qualify at the normal school examination. The following table gives the results for the year :—

Abstract of results of the examination of Normal Schools for 1887, *North-Western Provinces and Oudh.*

Division.	Number of candidates examined *	Number passed. First class.	Second class.	Total.	Number failed in— Language.	Mathematics.	History and geography.	Art of teaching and physical science.	Race or creed of passed scholars. Hindus.	Muhammadans.
Meerut	92	13	11	24	51	42	60	54	17	7
Agra	190	47	99	146	23	38	31	13	136	10
Rohilkhand	117	29	20	49	47	47	47	55	21	28
Allahabad	219	89	46	135	73	83	73	65	108	27
Benares	245	96	41	137	23	90	94	20	127	10
Jhánsi	13	3	10	13	...	...	...	...	11	2
Lucknow										
Sítapur	297	5	79	84	138	157	118	54	75	9
Gonda										
Rai Bareli										
Total ...	1,173	282	306	588	355	452	423	261	495	93

The number of candidates who have passed has increased from 264 to 588, an increase of 324. The Normal Schools and the standards of qualifications cannot be reported to be in a satisfactory condition, but improvements have been introduced into the Oudh schools which are now being concentrated at Lucknow, and during the current year

* Including uncertificated teachers admitted.

I hope to raise those of the North-Western Provinces into more useful institutions than they have been hitherto.

122. The following is a comparative statement of the statistics of the schools for the last two years :—

Special schools for men.

	Number of institutions.		Number of students.		Expenditure— From Public revenues.		Municipal funds.		Fees.		Endowments, &c		Total.	
	1886.	1887.	1886	1887.	1886.	1887.	1886.	1887.	1886	1887.	1886	1887	1886.	1887.
State ...	29	55	1,245	3,456	51,521	56,394	...	...	2 486	8,962	15	586	54,022	65 942
Aided ...	3	2	157	92	1,200	1,200	60	...	147	...	2,477	2,201	3,884	3,401
Total ...	32	57	1,402	3,548	52,721	57,594	60	...	2,633	8,962	2,492	2,787	57,906	69,343

N.B. (1) Increase under head "State" is due to the increased number of patwári schools.

(2) Orphans' Boarding School, Dasasumedh, Benares, which was shown under special schools last year, is not so shown this year by the Inspector, and hence the decrease of one school.

SECTION VI.—THE EDUCATION OF NATIVE GIRLS.

Primary girls' schools maintained by district boards.

123. The provincial statistics of these schools do not differ in any material point from those given in paragraph 125 of my last year's report. There were 168 schools, in which 3,753 girls are said to have received some instruction at a cost of Rs. 18,240, giving an average annual incidence of Rs. 4·9 per scholar. The following extracts from the annual reports of the district boards are of interest :—

124. Mr. Finlay, the Chairman of the Agra District Board, writes :—

"The year was remarkable because of the renewal of interest in the subject of female education. You will recollect that at the public meeting held in Agra, in connection with Lady Dufferin's scheme for the promotion of female medical schools, reference was made by several of the speakers to the want of female education in general, which accounted for the difficulty in procuring educated girls to be trained as female doctors. What was advanced then seems to have come home with much force to many of the members of the local boards here, for soon afterwards the subject was very generally discussed at the meetings and action was taken to start female schools in several parganas. The local boards of Firozabad, Fatehpur Sikri, Itimádpur and Fatehabad were prominent in this respect. So far as Government help was concerned nothing could be done during the year to assist them, as all our budget allotments had been distributed. Moreover, I thought it expedient to test the stability of the schools and the movement by making it pass through a period of probation of not less than six months, during which these new female schools were supported by private subscriptions or by the funds allotted originally to the halkabandi schools, some of which had been closed. Many of the schools have done very well, having a fair average attendance, and their pupils showing a fair proficiency in the subjects in which they have been taught. The Deputy Inspector and his subordinate have examined them and so also have various members of the boards, as they have not been conducted under the purdah system. One member of the Itimádpur board described to me the other day how he examined the girls' school at Chiraoli and found in it Brahmin, Thakur and Jat girls, some of them 14 and 15 years of age, and no semblance even of the purdah system." "In my own experience I have repeatedly seen movements in favour of the extension of female education rise and soon die away, but I hope for better things of this one. It is certainly spontaneous; it has received up to date no assistance except fair words and advice, the latter more in the way of contracting than expanding it; and in view of the fact that the want of educated girls for the female medical school is now notorious, I sincerely trust that every possible encouragement and assistance will be given to the present movement. Rae Bahadur Sah Mohan Lal and Lala Har Sahai are entitled to special notice for the exertions they made and the interest they took in the female schools."

125. Mr. C. S. Wilson, Secretary of the District Board, Sháhjahánpur, also writes in a hopeful strain :—"In this department the progress made is extremely encouraging. The number of these schools has been increased by the opening of two new schools at Singha and Khutar. The number of schools reported last year was one with 25 on the roll and an average attendance of 17. This year the number of schools

has been three with a roll of 58 and an average attendance of 43. All the girls attending these institutions belong to the Hindu community and the education given to them is purely elementary."

126. Mr. W. G Jackson, Chairman of the District Board, Fatehpur, reports:—"There is one primary girls' school at Gházipur. This school was experimentally opened in June, 1885. There are 21 girls on the roll, as classified below:—

	Class V.	Class VI.	Class VII.	Total.
Number on roll	4	4	13	21
Do. present at examination	...	4	13	17
Do. passed	...	4	3	7

Mr. Growse, the late Chairman, District Board, visited the school in December, 1886. His remarks run as follow:—"I examined the school this morning and was much pleased with the progress that has been made in so short a time; 20 girls in all were present and several of them read very nicely and explained the meaning of the words correctly. They also did a little mental arithmetic. Credit is due to the teacher, who seems to be popular and to take interest in his work." I hope, as opportunity offers and funds permit, to promote the establishment of more schools of this class both in the town and district."

127. Mr. C. Chapman, Chairman of the District Board, *Rae Bareli*, gives a chequered report on these schools:—"There were altogether three girls' schools in the Rae Bareli district. The one at Nowada has maintained the reputation it had acquired in previous years. The results of its examination are creditable. The other two have done little or nothing during the year and the Deputy Inspector justly recommends their abolition. The subject will be produced before the next meeting of the district board."

128. The reports, however, from most other districts are *not* encouraging. Mr. Brereton, C S., reporting on the *Cawnpore* schools writes:—"There are two girls' schools as against four last year. The total number of scholars is 30 as against 59 last year, and the average daily attendance 26 as against 44. .....These schools are in a bad state. The Normal School was closed and the mistress transferred to Khanpur. Female education in the district is very backward. The natives are unwilling to send girls to a school where there is a male teacher and female teachers are not readily available." Mr. Holmes, Chairman of the District Board, *Muzaffarnagar*, reports that the female school continues to be a failure." Mr. Addis, Chairman of the District Board, *Bulandshahar*, writes:—"I regret to say that the female schools, three in number, have not been a success, and I have been reluctantly compelled to allow them to be closed. Two of these were at Ramghát and one at Rámpur." From the *Aligarh* district it is reported that "owing to paucity or no attendance the two female schools at Sikandra and Purdilnagar were abolished during the year under report." Regarding the *Muttra* schools Mr. Y. M. Holms, C.S., writes:—"The number of female schools has increased by two; one was started at Beri and the other at Farrah. No scholars have ever been sent up for examination from these schools. The girls do not remain at school after marriage. The teachers are not recruited from qualified staff, and are women of no ascertained acquirements. Hence the unsatisfactory state of the tuition in these schools."

Mr. Whiteway, Chairman of the District Board, Etáwah, writes in very decided terms:—"During this year one new female school, at a cost of Rs. 265 annually, was opened in the Etáwah city. Of these schools two have only the lowest class; one has classes VII and VI, and one VII, VI and V; while of the 88 girls who were receiving instruction on March 31st, 67 were in the alphabet class. Such schools do little but waste public money; their unsatisfactory condition was referred to last year, and it must be seriously considered whether they are all of them needed."

Mr. Steele, C. S., reporting on the *Budaun* schools, states:—"The only girls' school in these two tahsíls is that at Budaun. I found a lot of girls there, Hindus and Musalmans, all being taught (!) by a Musalman maulvi. It seems the Hindus and Musalmans are related by blood in this village. The girls knew absolutely nothing, but I do not exactly see what can be done." In some previous reports the girls' schools in the *Bareilly* district have been depicted in hopeful colours, but Mr. Neale, the Chairman of the Board, who has been long in the district, now writes:—"I regret that female education is not doing so well as formerly. It was always a kind of exotic in this district, fostered by a few individuals."

Mr. Smith, the Chairman of the District Board, *Basti*, reports:—"Female schools are a complete failure in this district. The girls' school in new Basti (the Pakka Bazár) was abolished last year as being useless."

Finally, from the *Bahraich* district, Colonel Harrison, Chairman of the Board, writes :—"The Government girls' school at Kazipura has fallen off in enrolment and average daily attendance as compared with the preceding year. The Inspector of Schools, Oudh, visited this school in February last and made the following remarks :—

"I find that the hopes which I expressed two years ago about the revival of the school have not been realized. The classification is at the lowest possible ebb and the girls can merely write their letters. I see no use of keeping such a school. At 9 or 10 the girls go away and learn very little before they leave."

129. On the whole, the reports from the District Officers on these schools do not encourage much hope that the new departure initiated under Mr. Finlay in the Agra district will be attended with success. Mr. DeMello, who has acted as Inspector of the Agra Division during the year, writes :—"The state of the girls schools in this division is far from satisfactory..... Time and experience have unmistakeably shown the futility of all endeavours to maintain girls' schools in villages." Mr. Deighton, the Inspector, Rohilkhand, reports no progress in these schools.

130. The following is the account given by Mr. Nesfield of these schools in the Oudh Division :—

"The districts which contribute towards making up the list to 46 are—Lucknow with 11 schools, Hardoi with 9, Kheri and Sítapur with 6 each, Gonda with 5, Sultánpur with 4, Rae Bareli with 3, and Bahraich and Partábgarh with 1 each. Bara Banki, Unao and Fyzabad have no girls' schools. The order in which the districts have been named corresponds as nearly as possible with the order of merit attaching to the schools within the same area. The Lucknow girls' schools, especially those of Lucknow city, under the immediate control and supervision of the Deputy Inspectress, take a decided lead in tuition, attendance and general discipline. The school at Mirzapur (Lucknow district), which is not under Miss D'Abreu's inspection, has improved since the quarrelsome second mistress has been removed. But it is difficult to get at the real facts in the case of a school which can only be examined behind a curtain. The girls' school in Hardoi Sadar (and the same remark applies to the other schools in sadar stations, such as Sultánpur and Bahraich) are in a very backward state ; mere collections of little girls of a tender age, who learn or profess to learn the alphabet, and work out very easy questions in arithmetic. An exception, however, must be made of certain schools at Pihání in the same district, Hardoi, which Mr. Graves reported to be in, comparatively speaking, excellent order. A further indication of the progressive state of female education in the Hardoi district lies in the fact that three girls from the Government schools have been considered fit, and have consented to be sent to the Female Medical School at Agra. This is the first instance of the kind. The girls' schools in Gonda are making no progress, and recommendations have been lately issued from this office for closing most of them."

131. The result of the experience of the year may, I think, be summed by saying that there is little hope of any success in public schools for native girls under public management, unless they are placed under the charge of a special inspectress, as has been done in Lucknow.

Aided schools for native girls.

132. In the following statement the statistics of these schools are brought together. The number of scholars is the number on the rolls on the last day of the year.

Class of school.		Number of schools.	Number of scholars.			Expenditure—			
			In secondary stage.	In primary stage.	Total.	From public funds.	Municipal funds.	Other sources.	Total.
						Rs.	Rs.	Rs.	Rs.
Secondary.	Vernacular ...	2	35	361	396(a)	3,120	...	9,014	12,134
	English ...	5	50	302	352(b)	7,090	...	14,165	21,258
Prmiary.	Vernacular ...	144	...	4,583	4,583	15,502	1,052	26,516	43,070
	English ...	9	...	845	845(c)	3,820	144	11,938	15,902
	Total ...	160	85	6,091	6,176	29,532	1,196	61,633	92,361

(a) Except 11 all these girls are returned as Christians.
(b) Ditto 2 ditto ditto ditto ditto
(c) Of these, 345 are returned as Christians

The *Secondary* schools are missionary schools maintained for Christian girls, though girls of other creeds would be admitted if they applied. The annual report on the Lalbagh School, Lucknow, shows the school to continue under efficient management. Three pupils from this school passed the Calcutta University Entrance Examination. Regarding the school for Bengali girls at Lucknow, Mr. Nesfield writes that it "is deservedly popular among the Bengali community of Lucknow, and is in excellent hands. The girls are quick in sewing and fancy work, in arithmetic, in reading, both English and Bengali, and in dictation. They appear to enjoy their short-lived liberty, and to enter into their games and studies with quite as much zest as could be seen at any boys' school in India. It is nothing but the custom of early marriage followed by early seclusion from the world which prevents them from acquiring a much higher standard of knowledge than can be at present reached. The Christian Girls' Boarding School at Sitapur is also reported to be doing excellent work. We have, scattered throughout the province, schools for Christian girls under missionary management, such as those of Moradabad, Dehra, Benares, and Allahabad, where the girls are well taught and subjected to excellent moral and domestic discipline under the ladies attached to the missions. Under the superintendence of these ladies the Native Christian girls are learning to appreciate a higher standard of education, which we may hope will in time extend through them to their Hindu and Mudammadan sisters.

134. The general summary of this part of the work given in paragraph 140 of my last year's report is equally applicable this year.

SECTION VII.—THE EDUCATION OF SPECIAL CLASSES.

Schools for East Indians.

135. The special schools for these classes aided under the *Code of Regulations* for European schools continued under the inspection of Mr. E. T. Constable.

The code as amended by Resolution of the Government of India, No. 8 of 13th August, 1886, was issued, but the modifications in the new edition were not of a very important character and need not be detailed here.

The provisions of the code were strictly enforced for the first time, but when any case occurred in which the grant earned was not sufficient to cover annual the expenditure connected with tuition, a report was submitted to Government under article 32 (*a*) of the code, recommending a special grant. Every such special grant was based upon a careful estimate of the assets of the school and of the legitimate expenditure connected with tuition.

136. A further change was introduced under the orders of the Local Government issued under G. O. No. $\frac{740E}{III-40}$ of 2nd August. Special aid toward the education of indigent European children had hitherto been given by the District Magistrates under G. O. No. 34A of 4th February, 1875. By the revised orders the Magistrates report these cases through the Commissioner to this Department, and arrangements are made to pay to the schools, where the children are sent, the tuition fees under article 32, or aid towards their boarding expenses under article 37.

137. Thus during the year the aid to these schools came under three heads: (*a*) the grants earned under the code; (*b*) the special grants given under Article 32 to enable schools to meet the balance of their liabilities during the year; and (*c*) the payments for tuition fees and boarding charges for indigent children made on the recommendations of the Magistrates. In the following statement is shown the amount paid under each of these heads:—

Expenditure on European schools during the school year ending June, 1887.

Class of school.	Number of schools.	Grant earned under the code.	Special grant under art 32 (*b*).	Payments for school fees and boarding charges of indigent children.	Total.
Boys.		Rs.	Rs	Rs.	Rs.
High	8	22,705	2,149	672	25,526
Middle	6	5,663	72	846	6,581
Primary	14	9,574	611	798	10,983
Total ...	28	37,942	2,832	2,316	43,090
Girls.					
High	3	8,471	...	60	8,531
Middle	8	13,771	...	60	13,831
Primary	1	720	...	...	720
Total ...	12	22,962	...	120	23,082
Grand Total ...	40	60,904	2,832	2,436	66,172

Note.—Rupees 144 was allowed for the boarding expenses of children, who under the previous arrangements continued in schools not under the code. The total expenditure on schooling fees and boarding expenses of indigent Europeans was thus Rs. 2,580, and the total on the education of Europeans Rs. 66,316.

Only five schools received any special grants, as follows:—

	Rs.
Boys' High School, Allahabad...	1,629
Memorial School, Cawnpore	520
St. John's School, Meerut	72
Station School, Ghâzipur	474
Christ Church, Lucknow	137

The special grants to the first two schools were a consequence of the extravagant manner in which the Government grants had been lavished on them previously to the introduction of the code, rather than of any defect in the amounts which the code allotted. The other three special grants were required owing to the indigent class to which the scholars belong and the small number for whom education had to be provided.

138. The new method of aiding especially indigent East Indian children has not yet resulted in any appreciable increase of expenditure. During the two preceding years the average sum expended by the Magistrates for this purpose amounted to Rs. 2,591, almost exactly the sum shown in the above statement as expended by this office.

The expenditure on the education of East Indians and Europeans before the new system and as now fully organized may be compared as follows:—

	Annual expenditure on education of European children.	
	Under the previous system, *i.e.*, 1885.	Under the present system, 1887.
	Rs.	Rs.
Grants to schools	... 73,356	63,736
Fees of indigent children ...	... 2,591	2,580
	75,947	66,316

Thus the saving amounts to Rs. 9,631, a saving which must be wholely ascribed to the very careful administration of the grants to these schools which is rendered necessary by the new code. I have seen no reason to believe that this saving has been the cause of any real deterioration to the education in these schools, while the definite standards now laid down, the searching examination by the Inspector, and the stimulus to teachers and managers to do their best to earn the grants, has had a most beneficial influence on the efficiency of the tuition and discipline. But it must not be overlooked that the above summary does not show fully the expenditure under the new arrangement. The employment of Mr. Constable for seven months in the year upon the special inspection of these schools has rendered it necessary to employ an Assistant Inspector to aid him in the superintendence of the schools for natives in the Meerut Division. The salary and travelling allowances of this officer and the additional establishment which has been required must be set down as about Rs. 300 a month, or Rs. 3,600 a year. Thus the actual saving under the new arrangement was about Rs. 6,000 only.

139. The following is a comparison of the attendance at these schools during the year under report and the preceding year:—

	High section.		Middle section.		Primary section.		Infant department.		Total.	
	1887.	1886.	1887.	1886.	1887.	1886.	1887.	1886.	1887.	1886.
Boys	63	60	265	261	670	708	200	210	1,198	1,239
Girls	12	14	218	146	392	415	75	60	697	635
Total ...	75	74	483	407	1,062	1,123	275	270	1,895	1,874

Thus the total attendance has changed but little during the last two years, but a decided improvement in the classification is shown by the increased proportion of scholars in the middle stage.

140. The following is extracted from Mr. Constable's annual report on these schools:—

"In 1885-86 the number of scholars examined in elementary subjects according to standards was 1,576, and 89 per cent. of them passed. The corresponding figures for 1886-87 were 1,666 and 88. Although the number of examinees in class subjects

was larger in 1886-87, yet the grant payable was somewhat less. Two reasons may be assigned for the decrease: (1) the percentage of passes was lower, especially in English, mathematics and science; (2) the maximum allowance for a class subject was Rs. 5, whereas in the former year the maximum was Rs. 6. The number of candidates in special subjects was much larger in 1886-87 and an increased grant was the result. The grant on account of discipline too was larger. Improvement was shown in the matter of discipline, and a more liberal application of article 22 (*a*) was possible. From the following table it will appear that nineteen of the European schools in these provinces have derived benefit from the introduction of the code:—

School.	Grade of school.	Annual grant before the code's introduction.	Annual grant payable during 1887 88 on account of results of inspection in 1886 87.
		Rs.	Rs.
Woodstock, Landour	H	1,300	2,665
St. George's College, Mussoorie	H	3,000	3,164
St. Fidelis' ditto	H	2,400	4 479
Diocesan Girls', Naini Tal	M	2,820	3,079
Wellesley ditto	M	1,500	1,501
St. Patrick's Orphange, Agra	M	1,800	2,984
East Indian Railway, Tundla	P	600	1,009
Catholic Girls' Free, Allahabad	P	360	720
All Saints' District, ditto	P	480	1,768
City Free, ditto	P	1,440	1,801
Catholic Boys', ditto	M	480	1,312
East Indian Railway, Mughal Sarai	P	360	382
North-Western Railway, Saharanpur	P	480	606
St. John's Boys', Meerut	M	600	732
East Indian Railway, Cawnpore	P	360	976
Ordnance Factory, ditto	P	480	560
The Seminary, ditto	M	300	562
Station, Fatehgarh	P	300	498
East Indian Railway, Gháziabad	M	360	482
Total ...		19,920	29,280

The seven schools named in the table below have hitherto suffered to some extent:—

School.	Annual grant before the code's introduction.	Annual grant payable during 1887-88 on account of results of inspection in 1886-87.
	Rs.	Rs.
North-Western Railway, Mussoorie	1,200	1 149
Diocesan Boy's, Naini Tal	5,880	5,136
St. Peter's College, Agra	3,000	2,272
St. Paul's Orphanage, Agra	3,000	2,926
Girls' High, Allahabad	4,800	4,229
Loretto Convent, Lucknow	1,800	1,543
East Indian Railway, Aligarh	360	299
Total ...	20,040	17,554

It is to be hoped these schools will obtain larger grants in time.

The remaining schools have suffered severely, and for some of them special grants have been asked.

School.	Annual grant before the code's introduction.	Annual grant payable during 1887-88 on account of results of inspection in 1886-87.
	Rs.	Rs.
European, Moradabad	600	368
Stoneleigh, Naini Tal	3,000	861
Canning Protestant Girls', Agra	3,780	754
Cantonment, Agra	2,220	1,426
Boys' High, Allahabad	6,600	2,771
St. Mary's Institute, Allahabad	3,000	2,057
European, Benares	660	346
Station, Gházipur	960	326
St. John's Girls', Meerut	600	298
La Martiniere Girls', Lucknow	3,516	1,555
Christ Church, Lucknow	600	223
Memorial, Cawnpore	4,800	1,096
Girls' High, Cawnpore	3,600	1,577
Total ...	33,936	13,658

"There can be no hesitation in saying that the handwriting in many of the schools is very bad, and the spelling, if possible, worse. This remark is called forth more especially by the perusal of the papers of answers to the questions set on class subjects. Indigent scholars appear to flit from school to school. In one instance no less than seventeen had left before the date fixed for the annual inspection."

Muhammadans and Rajputs.

141. The number of Muhammadans attending the secondary schools has increased from 13,898 to 14,367, and of those attending the colleges from 125 to 139. No special measures for the encouragement of English education among Muhammadans were taken during the year. They are undoubtedly joining the English schools in increasing numbers, and throughout the provinces there is now a distinct appreciation among this class of the necessity of giving an English education to their boys. A special aided school for Rajputs has been established in Lalitpur under the superintendence of the Deputy Commissioner, Colonel Liston. It is proposed to give to the lads an English education of a somewhat different type to that given in the zila schools, and to make a speciality of manly sports and exercises.

SECTION VIII.—PROGRESS MADE IN CARRYING OUT THE RECOMMENDATIONS OF THE EDUCATION COMMISSION.

142. Considerable progress has been made during the year on the lines laid down by the Education Commission. Revised standards of instruction for the village schools in Oudh were introduced and the code for the regulation of these schools published. A commencement was made in the same direction for the North-Western Provinces, but the code was not completed until after the close of the year under report. A code laying down the qualifications required for teachers in vernacular schools was issued, and rules for aiding elementary schools on the system of payment-by-results. Proposals were submitted to Government for the improvement of the inspecting agency for vernacular schools, by a reduction of the number of graded Inspectors and the employment of an increased staff of native Assistant Inspectors. The retirement of Mr. Graves from the Assistant Inspectorship of Oudh gave an opportunity of introducing this system into the Oudh Division, and the vacancy in the Inspectorship of the Benares Division has enabled me to make similar proposals for the North-Western Provinces. A new scale of enhanced fees for the State and Aided English schools has been introduced, and a beginning has been made of levying fees for accommodation in the boarding houses attached to the State English schools. A draft code for regulating grants to English schools has been drawn up and submitted for discussion and trial. The Departmental Depôt for the sale of books was closed and the stock in hand made over to a private firm.

18th October, 1887.

E. WHITE,
Director, Public Instruction,
N.-W. Provinces and Oudh.

APPENDICES.

I.—The results of the Entrance Examination of the Calcutta University.

II.—The results of the Anglo-Vernacular Middle Examination.

III.—The results of the Vernacular Middle Examination.

IV.—Statistics of Zila Schools.

V.—The Scholars on the rolls of the Tahsíli Schools of each district, Table A, absolute numbers: Table B, the proportion in each class.

VI.—Rules regarding qualifications of teachers.

VII.—Rules for grants to Vernacular Primary Schools.

APPENDIX I.

Results of the Calcutta University Entrance Examination for 1887.

Serial number.	Schools.	Number of candidates.	Number passed. Division I.	Division II.	Division III.	Total.	Percentage of total passes.
	A.—Government Schools.						
1	Meerut	12	...	8	...	8	66·6
2	Aligarh	26	4	6	7	17	65 3
3	Muttra	10	2	6	1	9	90·
4	Etáwah	12	2	3	...	5	41·6
5	Farukhabad	7	1	4	...	5	71·4
6	Moradabad	14	3	6	1	10	71 4
7	Bareilly	27	9	14	4	27	100
8	Sháhjahánpur	10	3	6	1	10	100
9	Allahabad	50	6	19	8	33	66
10	Cawnpore	13	1	7	3	11	84·6
11	Bánda	8	...	5	3	8	100
12	Jaunpur	7	1	3	...	4	57·1
13	Benares	44	19	14	1	34	77·2
14	Mirzapur	8	...	4	...	4	50
15	Bara Banki	9	1	4	...	5	55·6
16	Unao	7	1	2	1	4	57·1
17	Sítapur	7	1	2	...	3	42·8
18	Kheri Lakhimpur	3	...	3	...	3	100
19	Hardoi	10	1	5	2	8	80·0
20	Fyzabad	21	4	10	1	15	71·4
21	Gonda	6	...	2	...	2	33·3
22	Bahraich	4	1	3	...	4	100
23	Rae Bareli	5	...	5	...	5	100
24	Sultánpur	8	1	1	2	4	50
25	Partabgarh	5	1	4	...	5	100
	Total ...	333	62	146	35	243	73·0
	B.—Aided Schools.						
1	Agra College	43	2	20	2	24	55·8
2	Jai Narain's College, Benares	10	...	7	2	9	90
3	London Mission Collegiate School, Benares ...	28	2	6	3	11	39·2
4	Bengalitola Preparatory School, Benares	5	4	1	...	5	100
5	St. John's College, Agra	10	1	2	2	5	50
6	Victoria High School, Agra	7	...	...	...	...	...
7	St. Peter's College, Agra	3	...	2	...	2	66·6
8	M. A.-O College, Aligarh	34	3	14	5	22	64 7
9	Christ Church School, Cawnpore	9	1	1	1	3	33 3
10	Memorial School, Cawnpore	3	1	...	...	1	33 3
11	Boys' High School, Allahabad	4	2	1	1	4	100
12	Girls' High School, Allahabad	2	...	2	...	2	100
13	London Mission High School, Mirzapur	5	...	2	1	3	60
14	Church Mission High School, Jaunpur	4	3	1	...	4	100
15	Victoria School, Gházipur	20	3	6	...	9	45
16	Mission High School Gházipur	15	...	7	...	7	46 6
17	Mission High School, Azamgarh	5	...	1	1	2	40
18	Mission High School, Gorakhpur	20	...	7	1	8	40
19	Mission High School, Meerut	4	...	2	...	2	50
20	Mission High School, Dehra Dún	2	...	2	...	2	100
21	Mission High School, Saháranpur	5	...	...	2	2	40
22	Mission High School, Mainpuri	8	1	1	...	2	25
23	Ramsay College, Almora	11	...	6	3	9	81 8
24	Diocesan Boys' School, Naini Tal	4	2	2	...	4	100
25	Diocesan Girls' School, Naini Tal	5	5	...	...	5	100
26	St. George's College, Mussoorie	6	...	3	1	4	66·6
27	Training School, Dehra Dún	1	...	1	...	1	100
28	American Mission School, Allahabad	6	...	2	1	3	50
29	Anglo-Vernacular School, Ballia	13	1	4	6	11	84·6
30	Canning College, Lucknow	36	7	19	3	29	80·5
31	Lyall Collegiate School, Balrampur	2	...	1	...	1	50
32	Church Mission School, Lucknow	15	...	2	1	3	20
33	American Mission Centennial School, Lucknow ...	26	1	9	...	10	38·4
34	Girls' High School, Lalbagh, Lucknow	3	1	1	1	3	100
35	Woodstock Girls' School, Landaur	2	2	...	...	2	100
36	Girls' Mission School, Almora	3	...	1	1	2	66·6
37	Farukhabad Mission High School	10	...	3	2	5	50
38	Church Mission Normal School, Benares	2	...	1	...	1	50
	Total ...	391	42	140	40	222	56·8
	C.—Unaided Schools.						
1	High School, Mussoorie	3	1	1	...	2	66·6
2	Kayastha Pathsala, Allahabad...	9	...	4	1	5	55 5
3	Anglo-Bengali Preparatory School, Allahabad ...	5	1	4	...	5	100
	Total ...	17	2	9	1	12	70·6
	Grand Total ...	741	106	295	76	477	64·4

APPENDIX II.

Results of the Middle Class Anglo-Vernacular Examination of April, 1887.

Table I. General Statement.

Number.	Name of School.	Number candidates.	Passes.				Percentage.	Failures.						Remarks.
			Divn. I.	Divn. II.	Divn. III.	Total.		English.	Mathematics.	Second language.	History and geography.	Science.	Total of failures.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	
	A.—Government Schools.													
1	Zila Middle, Jhánsi ..	6	3	2	1	6	100	...	...	...	...	...	...	
2	„ „ Jalaun ...	3	...	2	...	2	67	1	...	1	...	...	2	
3	„ „ Lalitpur ...	7	1	3	1	5	71	1	...	2	...	...	3	
4	„ High, Allahabad ...	93	6	26	23	55	59	27	28	22	16	11	104	1 absent (last day).
5	„ Middle, Fatehpur ...	15	4	2	4	10	67	2	1	5	...	4	12	
6	„ High, Cawnpore ...	45	7	13	12	32	71	7	7	12	4	6	36	
7	„ Middle, Hamírpur ...	6	1	2	...	3	50	1	...	2	...	1	4	
8	„ High, Bánda ...	19	1	8	5	14	74	2	4	3	2	4	15	
9	„ High, Jaunpur ...	20	5	6	4	15	75	2	2	5	1	2	12	
10	„ Middle, Sahárunpur ...	9	2	2	2	6	67	1	1	2	2	2	8	
11	„ High, Meerut ...	26	4	9	6	19	73	4	5	5	2	3	19	
12	„ Middle, Muzaffarnagar,	13	3	2	4	9	69	3	1	3	...	1	8	
13	„ Middle, Bulandshahr...	22	2	5	6	13	60	9	3	7	...	2	21	
14	„ High Aligarh ...	55	4	13	5	22	40	27	24	27	15	15	108	
15	„ „ Muttra ...	53	1	8	3	12	23	35	21	34	14	8	112	
16	„ „ Farukhabad ...	21	3	9	1	13	62	6	4	7	5	2	24	
17	„ Middle Mainpuri ..	15	1	6	2	9	60	5	...	5	...	...	10	
18	„ High, Etáwah ...	36	3	10	6	19	53	9	8	14	2	7	40	
19	„ Middle, Etah ...	7	2	1	...	3	43	4	...	1	...	...	5	
20	Cllegiate, Benares ...	49	4	21	8	33	67	3	5	15	7	3	33	1 absent.
21	Zila High, Mirzapur ...	23	2	5	4	11	48	7	6	10	5	2	30	2 absent (one 2 days and one 4 days).
22	„ „ Bara Banki ...	22	...	7	9	16	73	4	5	...	1	...	10	
23	„ „ Unao ...	15	1	2	6	9	61	4	3	3	...	1	11	
24	„ „ Sitapur ...	18	2	8	5	15	84	1	1	1	...	1	4	
25	„ „ Hardoi ...	24	1	4	6	11	46	9	11	8	5	3	36	1 absent.
26	„ „ Lakhimpur ...	12	...	3	3	6	50	1	4	4	1	1	11	
27	„ „ Fyzabad ...	28	2	9	8	19	68	...	6	6	...	5	17	
28	„ „ Gonda ...	26	...	4	6	10	38	11	12	14	2	8	47	
29	„ „ Bahraich ...	15	3	5	2	10	67	1	5	4	...	1	11	1 absent (2 days).
30	„ „ Rae Bareli ...	13	...	3	6	9	69	2	1	2	1	2	8	
31	„ „ Sultánpur ...	17	...	2	3	5	29	9	10	11	3	7	40	
32	„ „ Partabgarh ...	25	2	6	4	12	48	11	8	12	2	6	39	
33	„ Middle, Bijnor ...	15	4	5	1	10	67	2	3	4	...	...	9	
34	„ High, Moradabad ..	41	2	16	10	28	68	11	5	6	...	...	22	
35	„ Middle, Budaun ...	17	...	6	3	9	53	6	2	6	1	4	19	
36	„ High, Bareilly ...	59	9	25	6	40	68	4	8	16	2	1	31	
37	„ High Sháhjahánpur ...	23	2	6	10	18	78	2	4	4	3	1	14	
	Total ...	913	87	266	185	538	59	234	208	283	96	114	935	
	B.—Aided Schools.													
1	Ramsay College, Almora ...	44	8	5	4	12	27	24	18	16	7	...	65	1 Absent.
2	Christian Girls' S. do. ...	2	...	1	...	1	50	...	1	...	...	...	1	
3	Mission School, Naini Tal...	4	...	2	1	3	75	1	1	1	1	...	4	
4	Do. Pauri-Garhwál ...	15	...	...	2	2	13	13	12	9	5	1	40	
5	Do. Srinagar ...	2	...	1	...	1	50	...	1	...	...	...	1	
6	A.-V. Subscription, S. Orai, (Jalaun).	3	1	...	1	2	67	...	1	...	...	...	1	
7	Do. do., Kunch, Jhánsi	5	...	...	1	1	20	4	3	4	1	2	14	
8	Do., Jhánsi ..	6	...	2	1	3	50	2	3	2	2	1	10	
9	A. P. Do., Muttiganj, Allahabad.	21	...	8	3	11	52	7	7	4	5	3	26	1 Absent (3 days).
10	Subscription School, Colonelganj, Allahabad.	8	...	1	1	2	25	6	6	5	4	2	23	
11	St Peter's Parish School, Muirabad, Allahabad.	7	...	...	4	4	57	2	2	2	3	1	10	
12	A. P. Mission School, Katra,	8	...	1	3	4	50	4	4	3	4	1	16	
13	Christ Church School, Cawnpore.	13	...	2	5	7	54	4	2	2	2	1	11	
14	A.-V. S. Karwi, Bánda ...	4	...	...	2	2	50	1	1	1	...	...	3	
15	Church Mission School Jaunpur	6	...	4	1	5	83	...	1	...	...	...	1	
16	Training School, Dehra Dún,	13	...	3	3	6	46	3	7	4	4	5	23	
17	A. P. Mission School, Do....	11	...	3	3	6	55	1	4	3	...	3	11	
18	Do. do. Sahárunpur ...	16	...	2	5	7	44	5	2	6	3	4	20	1 Absent.
19	Orman School, Roorkee ...	9	...	1	3	4	44	5	3	5	3	5	21	

APPENDIX II.

Result of the Middle Class Anglo-vernacular Examination of April, 1887—(continued).

Number.	Name of School.	Number of candidates.	Passes. Division I.	Division II.	Division III.	Total.	Percentage.	Failures. English.	Mathematics.	Second Language.	History and Geography.	Science	Total of failures.	Remarks.
	1	2	3	4	5	6	7	8	9	10	11	12	13	
	B.—Aided Schools—(contd.)													
20	Church Mission School Meerut.	17	3	10	2	15	88	2	2	2	1	2	9	
21	Devanagari Pathshala, Do.,	8	1	3	...	4	50	4	3	4	2	1	14	
22	Municipal School, Atrauli, (Aligarh).	7	...	1	...	1	14	6	4	5	6	6	27	
23	M. A. O. College Aligarh ..	7	...	...	1	1	14	3	5	2	2	3	15	
24	Subscription School, Háthras (Aligarh).	8	2	1	2	5	63	3	3	3	2	1	12	
25	Collegiate School Agra ...	48	4	4	11	19	40	23	17	23	7	12	82	
26	St. John's College, Do. ...	27	...	8	6	14	52	9	7	7	2	4	29	2 Absent.
27	Victoria H. School, Do. ...	26	...	3	5	8	31	16	7	17	8	2	50	
28	Mufid-i-Am School, Do. ...	28	...	6	9	15	54	8	6	9	2	10	35	
29	Municipal School, Firozabad,	3	...	1	1	2	67	1	...	...	...	...	1	
30	Mission School, Farukhabad,	25	1	5	6	12	48	10	9	9	2	3	33	1 Absent.
31	Subscription School, Fatehgarh.	11	...	5	4	9	82	1	1	1	...	1	4	
32	Mission School, Mainpuri ...	8	...	2	2	4	50	1	2	3	2	2	10	
33	Church Mission School, Azamgarh.	26	1	6	4	11	42	12	8	10	9	7	46	1 Absent.
34	London Do. do., Benares.	22	...	4	8	12	55	6	2	9	4	3	24	
35	Jai Narain's College, do. ...	11	3	4	3	10	91	1	...	...	...	...	1	
36	B P. School, do. ...	12	1	4	4	9	75	1	...	3	2	1	7	
37	A.-V. S. Gayanpur, Mirzapur	3	...	1	1	2	67	...	...	...	1	...	1	
38	Mission School, Chunar, do.,	5	...	...	1	1	20	3	3	2	3	2	13	
39	London Mission School, do.,	15	...	...	4	4	27	6	7	10	6	5	34	
40	German Do. do., Gházipur.	24	2	8	3	13	54	5	8	9	3	3	28	
41	Victoria School, Gházipur...	27	...	2	4	6	22	8	16	18	8	8	58	
42	Chashmai Rahmat School, Ghazipur.	7	...	2	1	3	43	3	3	3	1	1	11	
43	A.-V. School, Deokali, Gházipur.	2	...	...	...	...	...	2	...	2	...	...	4	
44	Church Mission School, Gorakhpur.	48	3	3	8	14	29	22	31	30	19	17	119	
45	Do. do., Basti	9	...	2	3	5	56	2	2	2	2	1	9	1 Absent.
46	A.-V. School, Ballia ...	28	3	7	9	19	68	6	6	6	3	3	24	
47	Canning College, Lucknow,	40	...	2	12	14	35	21	20	19	15	15	90	
48	Church Mission School, Rájaka Bazár, Lucknow.	15	...	...	2	2	13	11	11	5	5	5	37	1 Absent (3 days).
49	A. M. Centennial School, Lucknow.	15	...	3	1	4	27	5	9	2	2	6	24	
50	Do. Nakhas School Lucknow.	9	1	1	2	4	44	2	3	1	1	4	11	
51	Khatri Patshala Lucknow,	4	...	...	1	1	25	2	...	1	...	...	3	1 Absent.
52	A.-V. School Muhammadabad, Sitapur.	4	...	...	2	2	50	2	1	2	1	...	6	
53	A. M. School, Khairabad, do.,	1	...	1	...	1	100	...	...	...	...	...	...	
54	Lyall College, Balrampur, Gonda.	8	...	1	1	2	25	4	6	4	4	6	24	
55	A.-V. Aided Bhinga, Bahraich	3	...	...	...	...	...	...	...	...	...	...	...	3 Absent.
56	A. M. School, Jahanabad, Rae Bareli.	2	...	...	1	1	50	...	1	1	1	1	4	
57	City A.-V. M. S., Moradabad,	10	...	...	1	1	10	8	5	8	2	1	24	
58	A. M. S., Sambhal, do. ..	5	...	1	1	2	40	1	2	1	1	3	8	
59	A. V. S. Amroha, do. ...	8	...	4	2	6	75	1	1	1	1	1	5	1 Expelled for copying.
60	City A.-V. M. S., Budaun ...	4	...	3	1	4	100	...	...	...	...	...	...	
61	City A.-V. S. Bareilly ...	10	...	1	2	3	30	4	4	7	3	6	24	
62	Boys' Orphanage M. S., Sháhjahánpur.	6	...	2	...	2	33	...	2	2	...	...	4	
63	Municipal School, Pilibhít...	7	...	1	2	3	43	4	...	4	1	3	12	
	Total ...	**810**	**29**	**148**	**176**	**353**	**43**	**311**	**296**	**314**	**178**	**178**	**1,277**	
	C.—Private Schools.													
1	City A.-V., Allahabad ..	9	...	1	2	3	33	5	6	6	1	2	20	
2	City Night School, Bucher's Mahal Allahabad.	4	...	1	...	1	25	3	3	3	2	1	12	
3	Rifa Am, Kara zila Allahabad	10	1	3	1	5	50	4	4	4	2	5	19	
4	American Mission School, Cawnpore.	5	...	1	...	1	20	4	2	2	...	1	9	
5	Arya Pathshala, Meerut ...	4	...	1	1	2	50	1	2	1	2	1	7	
6	A.-V. Sadr ditto ...	13	...	2	1	3	23	7	7	9	3	5	31	

APPENDIX II.

Result of the Middle Class Anglo-Vernacular Examination of April, 1887—(concluded.)

Number.	Name of School.	Number of candidates.	Passes. Division I.	Passes. Division II.	Passes. Division III.	Passes. Total.	Percentage.	Failures. English.	Failures. Mathematics.	Failures. Second language.	Failures. History and geography.	Failures. Science.	Failures. Total of failures.	Remarks.
	1	2	3	4	5	6	7	8	9	10	11	12	13	
	C.—Private Schools-(contd).													
7	Darbar High, Jhalrapatan, Agra.	3	...	...	1	1	33	2	2	2	2	...	8	
8	National School, Azamgarh,	10	...	...	1	1	10	7	7	6	2	5	27	
9	Chunar School, Mirzapur	1	...	...	1	1	100	...	...	...	...	...	...	
10	Taluqdárs Branch School, Lucknow.	9	...	5	2	7	78	2	2	...	...	...	4	
11	Dattri High S., Bara Banki,	1	...	...	...	...	...	...	1	...	1	1	3	
12	Forbes' School, Fyzabad ...	13	...	3	1	4	31	4	7	8	1	3	23	
13	Unaided S., Ekauna, zila Bahraich.	7	...	1	3	4	57	2	3	2	...	3	10	
14	M. Fateh Bahadur's S., Rae Bareli.	12	...	...	...	...	...	10	11	10	7	9	47	1 Absent.
	Total ...	101	1	18	14	33	33	51	57	53	23	36	220	
	D.—OTHER CANDIDATES. *Private Candidates, N.-W. P. and Oudh.*													
1	Almora, Kumaun ...	9	1	3	1	5	56	3	4	2	1	...	10	
2	Jalaun	8	...	1	2	3	37	4	3	3	2	1	13	1 Absent.
3	Jhánsi	8	...	1	...	1	12	2	6	6	3	5	22	1 Do.
4	Allahabad	148	6	23	8	37	25	101	88	88	59	59	395	5 Do.
5	Fatehpur	5	...	1	1	2	40	2	2	2	2	1	9	
6	Cawnpore	19	1	1	...	2	11	9	15	11	11	7	53	
7	Hamirpur	5	...	...	1	1	20	3	2	4	3	4	16	
8	Jaunpur	12	1	2	...	3	25	3	8	5	5	1	22	
9	Dehra Dún	5	...	1	...	1	20	1	3	1	3	1	9	1 Absent.
10	Saháranpur	26	1	3	9	13	50	9	10	10	8	10	47	1 do.
11	Meerut	40	...	2	6	8	20	24	28	29	28	26	135	
12	Muzaffárnagar... ...	8	...	...	...	...	...	7	5	8	3	3	26	
13	Bulandshahar	5	...	...	...	...	...	4	2	2	2	2	12	2 do.
14	Aligarh	45	2	4	3	9	20	30	26	28	21	13	118	4 do.
15	Muttra	27	...	1	3	4	15	20	19	19	16	10	84	1 do.
16	Agra	46	1	7	4	12	26	29	22	21	17	16	105	2 do.
17	Farukhabad	23	...	4	1	5	22	14	14	13	8	7	56	1 do.
18	Mainpuri	7	...	...	...	...	...	6	4	6	2	3	21	
19	Etáwah	28	...	3	4	7	25	17	16	16	10	10	69	3 do.
20	Etah	8	...	...	...	...	...	7	5	7	3	3	25	
21	Azamgarh	4	...	...	...	...	...	3	2	3	2	2	12	1 do.
22	Benares	73	1	10	5	16	22	32	47	43	34	25	181	3 do.
23	Mirzapur	30	1	4	1	6	20	14	21	19	12	15	81	3 do.
24	Ghazipur	60	1	5	7	13	22	26	39	35	24	24	148	1 do. and 1 expelled.
25	Gorakhpur	28	...	2	1	3	13	10	14	14	11	10	59	4 do.
26	Basti	16	...	2	...	2	13	11	13	14	12	12	62	
27	Ballia	29	3	6	1	10	34	16	18	16	11	12	73	
28	Lucknow	73	...	3	5	8	11	54	51	44	32	44	225	4 do.
29	Bara Banki	3	...	...	1	1	33	2	2	2	1	1	8	
30	Unao	5	...	...	1	1	20	3	4	4	4	3	18	
31	Sitapur	6	...	3	...	3	50	3	3	2	2	2	12	
32	Hardoi	5	...	1	...	1	20	3	2	4	3	3	15	
33	Kheri Lakhimpur ...	12	1	2	...	3	25	7	8	8	7	6	36	
34	Fyzabad	26	...	2	1	3	12	11	21	19	9	18	78	
35	Gonda	6	...	1	1	2	33	1	4	4	2	3	14	
36	Bahraich	5	...	...	...	...	...	3	4	4	2	4	17	1 Absent.
37	Rae Bareli	22	2	1	...	3	24	12	16	10	9	9	56	3 Absent.
38	Sultanpur	10	...	...	...	...	...	6	9	8	5	9	37	
39	Partábgarh	6	1	1	1	3	50	3	3	2	...	1	9	
40	Bijnor	4	...	...	...	...	...	3	2	3	1	1	10	
41	Moradabad	33	2	7	8	17	52	12	12	11	5	7	47	3 do.
42	Budaun	11	...	...	3	3	27	5	5	7	6	3	26	1 Expelled.
43	Bareilly	16	...	1	1	2	13	9	12	10	4	8	43	1 Absent.
44	Shahjahánpur... ...	8	...	...	...	...	...	7	7	8	7	4	33	
	Candidates from foreign states.													
	Total ...	968	25	108	80	213	22	551	601	575	412	408	2,547	
45	Ajmere	17	2	4	3	9	53	6	4	6	2	...	18	
46	Jodhpur	1	1	...	...	1	100	...	...	...	...	...	...	
47	Nasirabad	9	...	1	1	2	22	6	1	5	4	1	17	
48	Beawar	2	...	...	...	...	...	1	1	...	...	...	2	
49	Bandikui	4	...	...	...	...	...	3	4	3	3	3	16	
	Total ...	33	3	5	4	12	36	16	10	14	9	4	53	
	Grand Total ...	1,001	28	113	84	225	22	567	611	589	421	412	2,600	

APPENDIX III.

Result of the Departmental Examination (Vernacular), 1887.

TABLE I.

District.	URDU.						HINDI.						Total candidates.	Total passes.	Percentage of passes.
	Number of candidates.	Number who passed.			Total.		Number of candidates.	Number who passed.			Total.				
		Division I.	Division II.	Division III.	Absolute number.	Percentage.		Division I.	Division II.	Division III	Absolute number.	Percentage			
A.—Government Schools.															
Agra	16	...	6	3	9	56·25	48	...	26	4	30	62·5	64	39	60·93
Etah	95	1	23	15	39	41·05	67	3	17	4	24	35·82	162	63	38·8
Etáwah	2	...	...	...	...	...	74	...	23	6	29	39·19	76	29	38·15
Farukhabad	18	...	10	...	10	55·5	46	...	23	4	27	58·69	64	37	57 81
Mainpuri	22	...	7	3	10	45·45	56	...	26	4	30	53·57	78	40	51 28
Muttra	7	...	2	3	6	85 71	41	...	23	4	27	65·85	48	33	68·75
Total, Agra Division ...	**160**	**1**	**49**	**24**	**74**	**46·25**	**332**	**3**	**138**	**26**	**167**	**50·3**	**492**	**241**	**48·98**
Azamgarh	25	...	15	2	17	68	49	1	34	3	38	77·55	74	55	74 32
Ballia	4	...	2	...	2	50	39	...	24	...	24	61·53	43	26	60 46
Basti	17	..	5	4	9	52·94	35	...	16	2	18	51·43	52	27	51·92
Benares	2	...	...	...	...	...	26	...	24	...	24	92 3	28	24	85 71
Gházipur	24	...	8	2	10	41·6	55	...	20	4	24	43·63	79	34	43·03
Gorakhpur	33	...	16	2	18	54 54	61	...	38	1	39	63·93	94	57	60·63
Mirzapur	23	...	6	3	9	39·13	21	...	8	...	8	38 09	44	17	38 63
Total, Benares Division,	**128**	**...**	**52**	**13**	**65**	**50·78**	**286**	**1**	**164**	**10**	**175**	**61·18**	**414**	**240**	**57·97**
Aligarh	38	...	21	3	24	63·15	69	...	28	5	33	47·82	107	57	53·27
Bulandshahr	75	...	30	9	39	52	12	.	2	1	3	25	87	42	48 27
Dehra Dún	8	1	4	1	6	75	1	..	...	...	...	...	9	6	66 6
Meerut	33	1	21	2	24	72 72	4	...	1	...	1	25	37	25	67 56
Muzaffarnagar... ...	52	...	32	3	35	67·3	...	...	...	...	...	...	52	35	67·3
Saháranpur	38	...	18	1	19	50	2	...	...	...	...	...	40	19	47·5
Total, Meerut Division,	**244**	**2**	**126**	**19**	**147**	**60·24**	**83**	**...**	**31**	**6**	**37**	**42·04**	**332**	**184**	**55·42**
Jalaun	7	...	5	...	5	71·42	14	...	12	...	12	85·71	21	17	80·95
Jhánsi	2	...	...	...	...	...	9	...	7	...	7	77·7	11	7	63 63
Lalitpur	...	...	...	...	...	...	3	...	1	...	1	33·3	3	1	33·3
Total, Jhansi Division...	**9**	**...**	**5**	**...**	**5**	**55·5**	**26**	**...**	**20**	**...**	**20**	**76·92**	**35**	**25**	**71·42**
Garhwál	...	...	...	...	...	...	7	...	2	1	3	42·85	7	3	42 85
Kamaun	1	...	1	...	1	100	11	...	6	1	7	63 63	12	8	66·6
Tarái	2	...	1	1	2	100	6	...	1	1	2	33·3	8	4	50·
Total, Kamaun Division,	**3**	**...**	**2**	**1**	**3**	**100**	**24**	**...**	**9**	**3**	**12**	**50·**	**27**	**15**	**55·5**
Allahabad	62	...	33	8	41	66·12	13	...	7	3	10	76·92	75	51	68
Bánda	22	1	3	1	5	22·72	24	...	8	3	11	45·83	46	16	34 78
Cawnpore	12	...	6	1	7	58 3	64	...	42	2	44	68·75	76	51	67·1
Fatehpur	20	...	17	...	17	85	38	...	31	...	31	81·57	58	48	82·75
Hamírpur	6	...	4	...	4	66 6	34	...	22	4	26	76·47	40	30	75
Jaunpur	30	...	15	4	19	63·3	20	...	14	2	16	80	50	35	70
Total, Allahabad Division,	**152**	**1**	**78**	**14**	**93**	**61·18**	**193**	**...**	**124**	**14**	**138**	**71·5**	**345**	**231**	**66·95**

APPENDIX III.

Result of the Departmental Examination (Vernacular), 1887—(continued).

TABLE I.

District.	URDU.						HINDI.						Total, candidates.	Total, passes.	Percentage of passes.
	Number of candidates.	Number who passed.			Total.		Number of candidates.	Number who passed.			Total.				
		Division I.	Division II.	Division III.	Absolute number.	Percentage.		Division I.	Division II.	Division III	Absolute number.	Percentage.			
A.—Government School—(concluded.)															
Bahraich	22	...	2	2	4	18·18	4	...	...	...	...	...	26	4	15·38
Bara Banki	49	...	10	9	19	38·77	...	...	...	...	...	...	49	19	38·77
Fyzabad	23	...	4	3	7	30·43	2	...	1	...	1	50	25	8	32
Gonda	21	...	6	5	11	52 38	2	...	1	1	2	100	23	13	56·52
Hardoi	55	...	14	7	21	38·18	3	...	1	...		33·3	58	22	37·93
Kheri	16	...	2	1	3	18·75	...	...	...	...	...	...	16	3	18·75
Lucknow	45	...	15	9	24	53 3	3	...	1	...	1	33·3	48	25	52·08
Partábgarh	31	...	2	7	9	29·03	1	...	...	...	...	...	32	9	28·12
Rae Bareli	23	...	10	3	13	56·52	1	...	1	...	1	100	24	14	58·3
Sítapur	32	...	3	2	5	15·62	9	1	3	...	4	44·4	41	9	21·95
Sultánpur	14	...	10	2	12	85·71	...	...	...	...	...	..	14	12	85·71
Unao	54	...	14	6	20	37 03	5	...	3	...	3	60	59	23	38·98
Total, Oudh Division ...	**385**	...	**92**	**56**	**148**	**38·44**	**30**	**1**	**11**	**1**	**13**	**43·3**	**415**	**161**	**38·79**
Bareilly	88	...	28	5	33	37·5	1	...	...	1	1	100	89	34	38·2
Bijnor	103	...	51	6	57	55·34	1	...	1	...	1	100	104	58	55·77
Budaun	70	...	24	8	32	45·71	...	...	...	...	...	...	70	32	45·71
Moradabad	76	...	30	3	33	43 42	...	...	...	...	...	...	76	33	43·42
Pilibhít	29	...	12	2	14	48·27	1	...	...	...	...	...	30	14	46·6
Sháhjahánpur ...	68	1	33	3	37	54 41	4	...	1	...	1	25	72	38	52·7
Total, Rohilkhand Division.	**434**	**1**	**178**	**27**	**206**	**47·46**	**7**	**...**	**2**	**1**	**3**	**42·85**	**441**	**209**	**47·39**
Grand Total, N.-W.P. and Oudh.	**1,515**	**5**	**582**	**154**	**741**	**48·91**	**986**	**5**	**499**	**61**	**565**	**57·3**	**2,501**	**1,306**	**52 21**
B.—Aided Schools.															
Agra Municipal School, Firozabad.	...	...	...	...	...	...	2	...	...	1	1	50	2	1	50
Etah Free School Soron ...	2	...	...	...	...	...	1	...	...	...	...	...	3	...	...
Etáwah Branch School ...	...	...	..	...	...	...	10	...	6	...	6	60	10	6	60
Farukhabad High Mission School.	2	...	...	...	...	...	3	...	1	...	1	33·3	5	1	20
Total, Agra Division ...	**4**	**...**	**...**	**...**	**...**	**...**	**16**	**...**	**7**	**1**	**8**	**50**	**20**	**8**	**40**
Ballia Aided School ...	9	...	2	1	3	33 3	...	...	...	...	...	...	9	3	33·3
Basti Church Mission School.	8	...	2	1	3	37·5	1	...	...	...	...	...	9	3	33·3
Benares Jai Narain's School,	8	...	2	2	4	50	...	...	...	...	...	...	8	4	50
Gházipur Chashmai Rahmat Aided School.	14	...	7	1	8	57·14	...	...	...	...	...	...	14	8	57 14
Gházipur Aided Victoria School.	5	...	3	1	4	80	...	...	...	...	...	...	5	4	80
Gházipur Aided Mission School.	11	...	7	1	8	72·72	1	...	...	1	1	100	12	9	75
Gorakhpur Church Mission Aided School.	27	...	2	1	3	11 1	5	...	1	1	2	40	32	5	15·62
Mirzapur London Mission School.	5	...	...	...	...	...	1	...	...	...	...	...	6	...	...
Mirzapur Gyanpur School ...	1	...	1	...	1	100	4	...	3	1	4	100	5	5	100
Total, Benares Division ...	**88**	**...**	**26**	**8**	**34**	**38·63**	**12**	**...**	**4**	**3**	**7**	**58·3**	**100**	**41**	**·41**

APPENDIX III.

Result of the Departmental Examination (Vernacular), 1887—(concluded).

TABLE I.

School.	URDU.						HINDI.						Total, candidates.	Total, passes.	Percentage of passes.
	Number of candidates.	Number who passed.			Total.		Number of candidates.	Number who passed.			Total.				
		Division I.	Division II.	Division III.	Absolute number.	Percentage.		Division I.	Division II.	Division III.	Absolute number.	Percentage.			
B.—Aided Schools—(concluded).															
Meerut Pathsala ...	...	...	...	...	...	...	2	...	...	...	...	...	2	...	...
Saháranpur Orman School, Roorkee.	4	...	1	...	1	25	...	...	...	...	...	...	4	1	25
Saháranpur Mission School...	1	...	1	...	1	100	...	...	...	...	...	...	1	1	100
Total, Meerut Division...	5	...	2	...	2	40	2	...	...	...	...	...	7	2	28·57
Jhánsi City Anglo-Vernacular School.	3	...	1	1	2	66·6	2	...	1	...	1	50	5	3	60
Total, Jhansi Division...	3	...	1	1	2	66·6	2	...	1	...	1	50	5	3	60
Garhwál, Srinagar ...	...	...	...	...	...	...	1	...	...	...	...	...	1	...	...
Sanskrit Pathshala ...	...	...	...	...	...	...	3	...	...	...	...	...	3	...	...
Total, Kumaun Division,	...	...	...	...	...	...	4	...	...	...	...	...	4	...	...
Bahraich Aided Mission School.	2	...	...	...	...	...	...	...	...	...	...	...	2	...	...
Gonda Aided American Mission School.	7	...	...	...	...	...	...	...	...	...	...	...	7	...	...
Kheri Muhamdi Middle Class Vernacular School.	10	...	1	3	4	40	...	...	...	...	...	...	10	4	40
Kheri Barwar Middle Class Vernacular School.	1	...	...	...	...	...	1	...	...	...	...	...	2	...	...
Kheri Aurangabad Middle Class Vernacular School.	1	...	...	...	...	...	...	...	...	...	...	...	1	...	...
Lucknow Church Mission Rája ka Bazár Aided School.	3	...	...	...	...	...	...	...	...	...	...	...	3	...	...
Rae Bareli Mission School,	5	...	...	...	...	...	...	...	...	...	...	...	5	...	...
Sitapur Thompsonganj Mission Aided School.	2	...	...	...	...	...	...	...	...	...	...	...	2	...	...
Total, Oudh Division ...	31	...	1	3	4	12·9	1	...	...	...	...	...	32	4	12·5
Bijnor Aided School, Sherkot,	6	...	1	2	3	50	...	...	...	...	...	...	6	3	50
Budaun Mission School ...	4	...	...	1	1	25	...	...	...	...	...	...	4	1	25
Moradabad Girls' Boarding School.	14	...	...	...	...	...	...	...	...	...	...	...	14	...	...
Moradabad Girls' Orphanage School.	4	...	...	...	...	...	...	...	...	...	...	...	4	...	...
Total, Rohilkhand Division.	28	...	1	3	4	14·28	...	...	...	...	...	...	28	4	14·28
Grand Total, N.-W. P. and Oudh.	159	...	31	15	46	23·93	37	...	12	4	16	43·24	196	62	31·63
C.—Private candidates.															
N.-W. Provinces and Oudh,	1,708	...	167	85	252	14·75	152	1	26	11	38	25	1,860	290	15·59
Great Grand Total ...	3,322		780	254	1,039	30·73	1,175	6	537	76	619	52·68	4,557	1,658	36·33

TABLE II.

Statement of the failures in each subject, Middle Class Vernacular Examination, 1887.

Name of division.	Government Schools.										Aided Schools.				
	Urdu.					*Hindi.*					*Urdu.*				
	Number of candidates.	Literature	Mathematics.	History and geography.	Science.	Number of candidates.	Literature.	Mathematics.	History and geography.	Science.	Number of candidates.	Literature.	Mathematics.	History and geography.	Science.
Agra	160	33	65	24	12	332	104	100	22	18	4	1	4	1	1
Benares	128	34	35	10	32	286	54	83	5	3	88	16	35	21	42
Meerut	244	75	41	20	5	88	37	31	6	8	5	2	3	1	1
Jhánsi	9	...	4	6	2	26	2	5	...	1	8	1	1	...	1
Kumaun	3	...	...	...	...	24	7	10	...	...	...	...	...	...	...
Allahabad	152	6	53	14	16	193	24	38	1	6	...	...	...	...	...
Oudh	385	122	153	46	137	30	8	13	2	5	31	15	22	5	21
Rohilkhand	434	66	184	111	48	7	4	1	...	...	28	3	4	2	1
Total ...	1,515	336	535	223	252	936	240	281	36	41	159	38	69	30	67
Percentage ...	...	22·17	35·31	15·04	16·63	...	24·34	28·49	3·65	4·15	...	23·89	43·39	18·86	42·13

TABLE II.

Statement of the failures in each subject, Middle Class Vernacular Examination, 1887—(concluded).

Name of division.	Aided Schools—(*concluded*).					Private candidates.									
	Hindi.					*Urdu.*					*Hindi.*				
	Number of candidates.	Literature.	Mathematics.	History and geography.	Science.	Number of candidates.	Literature.	Mathematics.	History and geography.	Science.	Number of candidates.	Literature.	Mathematics.	History and geography.	Science.
Agra	16	2	8	1	...	199	54	154	109	104	36	23	22	12	5
Benares	12	1	5	2	2	401	150	299	219	297	43	14	28	9	3
Meerut	2	2	1	...	1	272	91	140	106	60	25	16	15	9	3
Jhánsi	2	...	1	...	...	37	4	24	15	11	5	2	2	2	2
Kumaun	4	2	4	...	...	1	...	1	1	1	4	...	3	...	...
Allahabad	...	...	...	...	...	254	63	198	142	125	31	13	15	3	4
Oudh	1	...	1	...	...	295	87	207	109	192	5	1	4	...	...
Rohilkhand	...	...	...	...	...	249	66	204	133	82	3	2	...	...	...
Total ...	37	7	20	3	3	1,708	515	1,227	834	872	152	71	89	35	17
Percentage ...	...	18·91	54·05	8·10	8·10	...	30·15	71·83	48·82	51·05	...	46·71	58·55	23·02	11·18

APPEN

Statement for Zila Schools under

Serial number.	Name of school.	Number of scholars in average attendance in each class.																	
		Lower primary stage, classes.						*Upper primary stage, classes.*				*Middle stage, classes*				*High stage, classes*			
		X.	IX.	VIII.	VII.	Total.	Percentage of scholars in the stage to total average attendance.	VI.	V.	Total	Percentage of scholars in the stage to total average attendance.	IV.	III.	Total	Percentage of scholars in the stage to total average attendance.	II.	I.	Total	Percentage of scholars in the stage to total average attendance
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
	High Schools.																		
1	Allahabad ...	...	...	37	40	77	17	68	72	140	31	50	94	144	32	41	52	93	20
2	Bareilly ...	19	22	39	30	110	30	37	62	99	27	56	53	109	29	22	30	52	14
3	Aligarh ...	...	5	21	25	51	19	33	44	77	28	46	52	98	36	17	30	47	17
4	Muttra ...	12	20	30	24	86	32	36	37	73	27	48	47	95	35	7	9	10	6
5	Moradabad ...	...	3	24	32	59	24	27	60	87	35	42	33	75	30	13	14	27	11
6	Etáwah ...	50	26	26	33	135	43	39	39	78	25	30	44	74	24	11	14	25	8
7	Fyzabad ...	...	..	...	45	45	19	29	40	69	29	56	25	81	34	20	21	41	18
8	Meerut ...	18	38	32	29	117	44	35	34	69	26	30	21	54	20	13	15	28	10
9	Hardoi ...	...	16	22	35	73	39	30	22	52	27	23	23	46	24	6	12	18	10
10	Mirzapur ...	4	9	17	27	57	34	19	29	48	29	19	22	41	25	9	11	20	12
11	Cawnpore ...	31	41	67	57	196	45	44	71	115	26	42	43	85	20	22	17	39	9
12	Unao ...	...	11	21	22	54	36	38	15	53	35	15	16	31	20	6	7	13	9
13	Gonda ...	...	...	10	19	29	20	26	25	51	34	27	28	55	37	6	8	14	9
14	Rae Bareli ...	...	...	28	15	43	31	27	20	47	33	20	18	38	27	7	6	13	9
15	Shahjahanpur ..	17	15	26	25	83	47	22	19	41	23	15	23	38	21	7	8	15	9
16	Lakhimpur ...	...	...	20	11	31	32	22	12	34	35	9	13	22	23	8	2	10	10
17	Jaunpur ...	25	15	17	20	77	47	24	22	46	28	11	19	30	18	5	6	11	7
18	Sitapur ...	...	12	34	18	64	49	16	12	28	21	11	17	28	21	4	7	11	9
19	Bara Banki ...	...	...	18	25	43	30	30	16	46	33	18	18	36	25	6	11	17	12
20	Sultanpur ...	1	21	16	23	61	36	23	29	52	31	22	21	43	25	6	8	14	8
21	Partábgarh ...	3	8	24	31	66	38	28	20	48	28	22	24	46	27	8	5	13	7
22	Bahraich ...	...	...	...	41	41	37	19	9	28	25	15	14	29	26	9	5	14	12
23	Fatehgarh ...	7	9	8	11	35	33	9	12	21	20	13	20	33	31	8	8	16	15
24	Banda ...	30	17	15	21	83	51	15	16	31	19	14	19	33	20	9	8	17	10
	Total ...	217	288	552	659	1,716	34	696	737	1,433	28	654	710	1,364	27	270	314	584	11
	Middle Schools.																		
1	Mainpuri ...	...	24	16	14	54	42	23	20	43	33	15	17	32	25	...	...	...	...
2	Bulandshahr ...	11	12	15	22	60	36	34	27	61	37	21	24	45	27	...	...	..	...
3	Fatehpur ...	15	20	26	17	78	51	17	18	35	23	22	17	39	26	...	...	.	...
4	Saháranpur ...	14	11	16	16	57	48	19	17	36	30	13	14	27	22	..	...	..	...
5	Etah ...	...	16	15	16	47	41	17	16	33	28	18	18	36	31	...	...	...	...
6	Bijnor ...	15	15	15	22	67	47	24	18	42	29	21	14	35	24	...	.	...	..
7	Muzaffarnagar ...	23	15	16	8	62	60	13	9	22	21	7	13	20	19	...	...	..	...
8	Budaun ...	.	11	13	13	37	31	19	21	40	34	26	15	41	35	...	...	...	...
9	Humirpur ...	...	12	13	7	32	52	9	7	16	26	7	7	14	22	.	...	...	...
10	Jhansi ...	4	11	25	21	61	63	7	18	25	26	5	6	11	11	...	..	...	.
11	Lalitpur ...	12	10	9	17	48	63	11	8	19	25	3	6	9	12		..	..	...
12	Kalpi ...	..	8	11	7	26	48	6	10	16	30	8	4	12	22	...	...	...	...
	Total ...	94	165	190	180	629	47	199	189	388	29	166	155	321	24	...	...	...	...
	Grand Total ...	311	453	742	839	2,345	37	895	926	1,821	28	820	865	1,685	26	270	314	584	9

DIX IV.

Circular No. 24 of 1885.

Total scholars in average attendance.	Amount of annual expenditure.	Incidence of expenditure per scholar.	Total annual fee income.	Results of public examinations, 1886. Anglo-Vernacular Middle Examination. Number of candidates entered.	Number who passed.	Percentage of passes to number in class.	Calcutta University Entrance Examination. Number of candidates entered.	Number who passed.	Percentage of passes to number in class.	Results of public examinations, 1887. Anglo-Vernacular Middle Examination. Number of candidates entered.	Number who passed.	Percentage of passes to number in class.	Calcutta University Entrance Examination. Number of candidates entered.	Number who passed.	Percentage of passes to number in class.	Results of examination of classes; percentages. VII. Passed.	Failed.	V. Passed.	Failed.	Serial number.
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	
Rs.	Rs.	Rs.	Rs.																	
454	15,463	34·	8,350	95	35	37	45	22	40	93	55	59	50	33	63	49	51	53	47	1
370	18,733	50·6	4,548	56	23	38	29	15	45	59	40	75	27	27	90	55	45	77	23	2
273	9,021	33·	4,009	19	16	50	13	7	28	55	22	42	26	17	57	44	56	45	55	3
270	7,428	27·5	3,286	35	18	41	9	2	15	53	12	26	10	9	100	60	40	59	41	4
248	11,965	48·2	3,335	15	10	40	17	10	56	41	28	85	14	10	71	59	41	57	43	5
312	13 878	44·5	3,570	46	19	39	12	6	38	36	19	43	12	5	36	81	19	60	40	6
236	8,169	34·6	2,648	27	20	77	14	7	47	28	19	76	21	15	71	85	15	68	32	7
268	7,364	27·5	3,115	23	11	41	13	4	22	26	19	79	12	8	53	56	44	55	45	8
189	5,210	27·6	1,767	22	11	41	10	3	18	24	11	48	10	8	67	81	19	70	30	9
166	7,216	43·5	2,046	22	10	48	9	3	25	23	11	50	8	4	36	52	48	55	45	10
435	9,078	20·9	4,801	42	23	53	9	1	11	45	32	74	13	11	65	56	44	58	42	11
151	4,268	28·3	1,228	9	5	45	9	4	36	15	9	56	7	4	57	75	25	59	41	12
149	4,651	31·2	1,391	22	7	28	7	1	11	26	10	36	6	2	25	70	30	70	30	13
141	5,720	40·6	1,389	20	4	10	8	1	11	13	9	50	5	5	83	84	16	78	22	14
177	7,297	41 2	2,007	22	12	50	9	2	22	23	18	78	10	10	125	76	24	64	36	15
97	4,001	41·2	846	15	9	41	7	1	13	12	6	46	3	3	150	85	15	76	24	16
164	5,739	35·	1,670	20	12	57	4	1	25	20	15	79	7	4	67	58	42	64	36	17
131	4,205	32·1	1,150	17	6	29	6	2	22	18	15	88	7	3	43	67	33	67	33	18
142	4,663	32·8	1,294	16	6	35	9	3	30	22	16	89	9	5	45	69	31	73	27	19
170	5,844	34·4	1,438	21	12	44	9	6	60	17	5	24	8	4	50	79	21	78	22	20
173	4,604	26·6	1,455	20	10	42	7	5	71	25	12	50	5	5	100	75	25	79	21	21
112	5,228	46·7	1,015	15	7	35	4	3	43	15	10	71	4	4	80	88	12	82	18	22
105	6,708	63·9	1,185	15	11	61	...	...	...	21	13	65	7	5	62	70	30	47	53	23
164	6,251	38 1	1,321	21	16	73	4	2	50	19	14	74	8	8	100	67	33	68	32	24
5,097	1,82,705	35·8	58,859	635	313	42	263	111	34	729	420	59	289	209	67	68	32	65	35	
129	3,263	25·3	880	16	15	71	...	...	...	15	9	53	...	...	...	50	50	49	51	1
166	3,943	23·8	1,000	12	7	54	...	...	...	22	13	54	...	...	...	53	47	62	38	2
152	3,624	23 8	1,164	9	7	64	...	...	...	15	10	59	...	...	...	57	43	60	40	3
120	3,378	28 1	914	12	9	69	...	...	...	9	6	43	...	...	...	61	39	55	45	4
116	3,568	30·8	563	9	9	100	...	...	...	7	3	17	...	...	...	60	40	46	54	5
144	3,883	26 6	1,099	13	4	24	...	...	...	15	10	71	...	...	...	74	26	75	25	6
104	3,451	33·2	731	5	4	50	...	...	...	13	9	69	...	...	...	60	40	49	51	7
128	3,613	30·6	964	8	6	67	...	...	...	17	9	60	...	...	...	72	28	49	51	8
62	3,085	49·8	404	5	3	60	...	...	...	6	3	43	...	...	...	65	35	58	42	9
97	3,258	33·6	641	8	3	30	...	...	...	6	6	100	...	...	...	50	50	30	70	10
76	3,228	42·5	494	6	3	50	...	...	...	7	5	83	...	...	...	75	25	67	33	11
54	3,304	61·2	389	4	2	50	...	...	...	3	2	50	...	...	...	31	69	35	65	12
1,338	41,548	31·	9,303	107	72	57	...	...	...	135	85	55	...	...	...	59	41	53	47	
6,435	2,24,253	34·8	68,162	742	385	44	263	111	34	864	505	58	289	209	67	64	36	59	41	

APPENDIX V.

Return of Tahsili (Town) Schools for 30th November, 1886.

A.

District.		Number of Schools.	Number of Scholars on the registers.							
			Class VII.	Class VI.	Class V.	Class IV.	Class III	Class II	Class I.	Total
MEERUT.	Dehra Dún ...	2	47	22	14	12	12	3	9	119
	Sahárunpur ...	6	192	64	53	44	40	28	41	462
	Muzaffarnagar ...	8	211	120	90	79	76	35	46	657
	Meerut ...	7	275	92	76	67	66	53	42	671
	Bulandshahr ...	8	221	129	114	113	80	60	89	806
	Aligarh ...	9	241	120	75	92	63	55	82	728
	Total ...	40	1,187	547	422	407	337	234	309	3,443
AGRA.	Muttra ...	8	227	97	86	65	49	34	36	594
	Agra ...	12	321	195	128	97	67	60	81	949
	Farukhabad ...	9	169	115	118	99	91	62	71	725
	Mainpuri ...	5	121	71	62	49	36	17	86	442
	Etáwah ...	5	115	52	35	39	20	54	38	353
	Etah ...	7	153	96	114	100	109	95	155	822
	Total ...	46	1,106	626	543	449	372	322	467	3,885
ROHILKHAND.	Bijnor ...	6	206	125	103	92	76	81	92	775
	Moradabad ...	8	244	119	141	68	63	49	67	751
	Budaun ...	8	312	168	144	113	81	72	82	972
	Bareilly ...	6	314	143	114	82	60	52	68	833
	Sháhjahánpur ...	5	215	88	105	107	70	40	63	688
	Pilibhit ...	2	63	24	21	19	19	25	22	193
	Total ...	35	1 354	667	628	481	369	319	394	4,212
ALLAHABAD.	Cawnpore ...	12	204	121	113	89	75	68	70	740
	Fatehpur ...	7	179	55	44	26	27	27	50	408
	Bánda ...	9	238	99	62	72	43	29	48	591
	Hamírpur ...	7	179	111	88	80	35	42	44	578
	Allahabad ...	8	233	97	98	63	67	81	81	720
	Jaúnpur ...	7	174	77	69	57	33	51	32	493
	Total	50	1,207	560	474	387	280	297	325	3,530
BENARES	Azamgarh ...	8	235	104	89	115	57	78	111	789
	Mirzapur ...	4	142	64	59	48	30	26	35	404
	Benares ...	2	54	28	21	22	15	5	17	162
	Gházipur ...	7	188	86	100	77	81	56	53	641
	Gorakhpur ...	7	253	94	101	89	66	48	44	695
	Basti ...	5	127	58	40	36	32	33	33	359
	Ballia ...	5	176	100	71	62	46	59	27	541
	Total ...	38	1,175	534	481	449	327	305	320	3,591
JHÁNSI.	Jhánsi ...	6	147	71	56	41	19	7	11	352
	Jalaun ..	5	145	60	66	50	17	29	14	381
	Lalitpur ...	2	77	38	24	26	5	3	...	173
	Total ...	13	369	169	146	117	41	39	25	906
KUMAUN	Kumaun ..	6	182	81	47	37	21	10	13	391
	Garhwal ...	4	89	52	28	21	20	8	4	222
	Tarai ...	1	26	17	20	6	15	7	4	95
	Total ...	11	297	150	95	64	56	25	21	708
OUDH.	Lucknow ...	8	263	76	85	89	79	75	53	720
	Unao ...	8	316	146	133	116	114	84	60	969
	Bara Banki ...	8	188	105	94	75	68	54	50	634
	Sitapur ...	6	225	68	69	58	64	70	45	599
	Hardoi ...	8	313	146	152	141	118	66	70	1,006
	Kheri ...	4	278	72	94	55	49	27	31	601
	Fyzabad ...	3	197	63	44	46	39	39	29	397
	Bahraich ..	2	81	25	24	17	15	16	27	205
	Gonda ...	5	214	65	81	46	44	29	31	510
	Rae Bareli ...	4	154	58	67	42	44	44	24	433
	Sultanpur ...	2	66	22	35	34	17	27	15	216
	Partábgarh ...	3	148	33	51	49	54	88	35	453
	Total ...	61	2,373	879	929	768	705	619	470	6,743
	Grand Total ...	294	9,068	4,132	3,718	3,122	2,487	2,160	2,331	27,018

Tahsili (Town) Schools.

B.

District.		Number of scholars in each class to 100 in class VII.					
		Class VI.	Class V.	Class IV.	Class III.	Class II.	Class I.
MEERUT ...	Debra Dún	46	29	25	25	7	20
	Saharanpur	33	27	22	20	15	22
	Muzaffarnagar	56	42	37	36	17	22
	Meerut	33	27	24	24	20	16
	Bulandshahr	58	51	51	36	28	41
	Aligarh	49	31	38	26	23	35
	Total ...	46	35	34	28	20	26
AGRA ...	Muttra	42	37	28	21	15	16
	Agra	60	39	30	20	19	26
	Farukhabad	68	69	58	53	37	42
	Mainpuri	58	51	40	29	14	71
	Etáwah	45	30	33	17	47	33
	Etah	62	74	65	71	62	102
	Total ...	56	49	40	33	30	43
ROHILKHAND ...	Bijnor	60	50	44	36	40	45
	Moradabad	48	57	27	25	20	28
	Budaun	53	46	36	25	23	27
	Bareilly	45	36	26	19	17	22
	Shahjahánpur	40	48	49	32	19	30
	Pilibhít	38	33	30	30	40	35
	Total ...	49	46	35	27	24	29
ALLAHABAD ...	Cawnpore	59	55	43	36	34	35
	Fatehpur	30	24	14	15	15	28
	Banda	41	26	30	18	13	21
	Hamírpur	62	49	44	19	23	25
	Allahabad	41	42	27	28	35	35
	Jaunpur	44	39	32	18	30	19
	Total ...	46	39	032	23	25	27
BENARES ...	Azamgarh	44	37	48	24	34	48
	Mirzapur	45	41	33	21	19	25
	Benares	51	38	40	27	10	32
	Gházipur	45	53	40	43	30	29
	Gorakhpur	37	39	35	26	19	18
	Basti	45	31	28	25	26	26
	Ballia	56	40	35	26	34	16
	Total ...	45	40	38	27	26	28
JHÁNSI ...	Jhánsi	48	38	27	12	5	8
	Jalaun	41	45	34	11	20	10
	Lalitpur	49	31	33	6	4	...
	Total ...	4	39	31	11	11	7
KUMAUN ...	Kumaun	44	25	2	11	6	8
	Garhwál	58	31	23	22	9	5
	Tarái ...	65	76	23	57	27	16
	Total ...	50	31	21	18	9	7
OUDH ...	Lucknow	28	32	33	30	29	21
	Unao	46	42	36	36	27	19
	Bara Banki	55	50	39	36	29	27
	Sítapur	30	30	25	28	32	20
	Hardoi	46	48	45	37	22	23
	Kheri	26	34	20	17	10	12
	Fyzabad	45	32	33	28	29	22
	Bahraich	30	29	20	18	20	34
	Gonda	30	37	21	20	14	15
	Rae Bareli	37	43	27	28	29	16
	Sultanpur	33	53	51	25	41	23
	Partábgarh	23	35	34	37	62	25
	Total ...	37	39	32	29	27	20
	Grand Total ...	45	41	34	27	24	26

APPENDIX VI.

Circular No. 17 of 1886.

QUALIFICATIONS FOR TEACHERSHIPS IN VERNACULAR SCHOOLS.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION, NORTH-WESTERN PROVINCES AND OUDH.

Dated Allahabad, the 4th August, 1886.

IN accordance with G. O. No. $\frac{1107}{X-10}$, dated 6th March, 1886, all teachers in vernacular schools under the district boards are required to have passed the Normal school Examination, and if they are appointed to the principal teacherships of middle Schools, they must have passed in the *first* division and have been certified as qualified by the Inspector of Schools. The Inspector is directed to prepare a list of persons duly qualified for these teacherships from which, under G. O. No. $\frac{1110}{X-10}$ of the 6th March, 1886, the boards will ordinarily select the teachers they require. The following rules are issued to give effect to these directions :—

1. Certificates issued by Inspectors to teachers for vernacular schools are of two grades, and may be either permanent are provisional :—

(*a*) A first grade certificate qualifies the holder to be principal teacher in a Middle Vernacular School ;

(*b*) a second grade certificate qualifies the holder to be *assistant* teacher in a Middle Vernacular School or principal teacher in a Primary School.

2. Every person who passes the Normal School Examination in the first division is entitled to receive a *provisional* certificate of the first grade, which will qualify him to be an assistant teacher in a Middle School, and if he has passed his 20th year, to be principal teacher in a Primary School.

3. Every holder of a provisional certificate of the first grade who has completed his 22nd year and has served with credit for two years as assistant teacher in a Middle School or as principal teacher in a Primary School is entitled to receive a permanent first grade certificate.

4. Every person who passes the Normal School Examination in the second division is entitled to receive a *provisional* certificate of the second grade, which qualifies him to be assistant teacher in a Primary School.

5. Every holder of a provisional certificate of the second grade who has completed his 20th year and served with credit for two years as assistant teacher is entitled to receive a permanent second grade certificate : provided that if the holder of a provisional second grade certificate has served with credit as a pupil-teacher, or temporary teacher under section 8, in any school approved by the Inspector, for a period of two years before passing the Normal School Examination, the Inspector may make his certificate permanent at once, provided he has attained the age of 20, or after such further probation as the Inspector considers necessary.

6. A provisional certificate consists in the entry of the teacher's name in a register kept by the Inspector. When the certificate is made permanent a certificate will be issued in the form annexed.

7. The Inspector may, in exceptional circumstances, grant a provisional or permanent certificate of either grade to any person not entitled to such certificates under the preceding rules.

8. If certificated candidates are not forthcoming in sufficient numbers, the Inspector is authorized to enter in his register of approved candidates, under section 9 below, uncertificated men,* on the condition that they will be required to pass the Normal School Examination at one of the next two annual examinations following their appointment.

No such temporary teacher will be admitted as qualified for the teachership of any school or department of a school newly opened, as a new school should in no case be established until a duly qualified teacher can be found to take charge of it.

9. The Inspector will maintain a register of all candidates for teacherships under the above rules, and will send a copy to each Deputy Inspector of Schools to submit to the district board whenever a vacancy occurs in any school under the board. The Deputy Inspector will not recommend to the board any candidate for a teachership until his name has been entered in the Inspector's list.

* Preference should be given to persons who have passed the Middle Examination.

10. Teachers in schools approved by the Inspector may, with the special sanction of that officer, enter themselves for the annual Normal School Examination without having attended the classes.

11. In selecting persons for admission to the Normal School, the Inspector will give preference to those non-certificated teachers at present in village schools who are deserving and experienced men, but who are deficient in certain subjects. Next to these, preference will be given to non-certificated assistant teachers who have shown aptitude for tuitional work; and, thirdly, if no suitable candidates as above are forthcoming, scholars from the villages who have passed the Middle Examination should be selected. As the majority of teachers will be employed in the village schools, persons resident in towns should not, as a rule, be admitted to the Normal School.

12. The above rules do not apply to teachers whose sole duty it is to teach Hindi, Sanskrit, Urdu, or Persian, *i.e.*, to the Pandits and Maulvis attached to Middle Schools.

E. WHITE,
Dir. of Pub. Instruction, N.-W. P. and Oudh.

DEPARTMENT OF PUBLIC INSTRUCTION, N.-W. P. AND OUDH.

TEACHERS' CERTIFICATE UNDER CIRCULAR NO. 17 OF 1886.

——— *Grade Certificate.*

Name of holder ... ...
Father's name (note caste, if Hindu, otherwise religion) ...
Residence ... ...
Age ... ...
Whether holder has passed the Normal School or is certificated under section 7 ... ...
Date of passing the Normal School Examination ... ...

Certified that the above is duly qualified to be principal teacher in a ——— school.

Signature of Inspector of Schools.

These certificates should be given in the form of the vernacular in ordinary use, written upon paper mounted on cloth.

COPY of the above rules forwarded to all Chairmen of District Boards for information.

E. WHITE,
Dir. of Pub. Instruction, N.-W. P. and Oudh.

APPENDIX VII.

Circular No. 16 of 1886.

GRANT-IN-AID TO VERNACULAR PRIMARY SCHOOLS.

OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION, NORTH-WESTERN PROVINCES AND OUDH.

Dated Allahabad, the 24th July, 1886.

UNDER G. O. No. $\frac{812E}{III\ 81}$ of the 27th July, 1885, aid is given to *vernacular primary schools* under the following rules :—

1. If the manager of any school of the above class desires to receive aid to his school under these rules, he will forward to this office an application containing the following particulars :—

(1) Name of the district and tahsil in which the school is situated.
(2) Name of the school.
(3) Name and address of the manager.
(4) Name of the present principal teacher of the school.
(5) Date on which the school was opened.
(6) Number of scholars in each class under rule 6.
(7) Course of instruction he proposes for each standard (rule 6).
(8) Scale of fees.
(9) Probable income from all sources other than the grant.

2. After such inquiry as may be necessary, this office will inform the manager whether or not his school will be placed on the list of those aided under these rules.

3. The school must be under a manager approved by this department who must undertake to supervise personally the examinations under rule 9 : provided that if the manager is unable to be present at any examination, he may depute any person approved by the Inspector to act for him.

4. Any change in the management of the school must be at once communicated to the Inspector, and, unless the new manager is approved by the Inspector, the school will be removed from the list of those aided under these rules.

5. All grants earned under these rules will be payable to the manager, who will dispose of them as he thinks proper.

6. In every school aided under these rules the scholars must be classified in definite classes, according to the stage of instruction they have reached. Ordinarily standards of instruction similar or corresponding to those defined in the annexed schedule (statement F) should be adopted ; but managers of schools are at liberty to submit for the approval of the Department any other standards according to which they desire the scholars to be classified and examined. If these are approved of, the grants under rule 10 will be allowed for scholars passing in these special standards.

7. When the school is registered for a grant under these rules, the manager will furnish to the Deputy Inspector of the district a nominal list of the scholars in each class in the form given in statement A annexed. The *future* classification of the scholars will be determined by the result of the examinations (rule 11) and as provided in rule 12 below.

8. The Deputy Inspector will visit the school *in situ* as soon as may be after the receipt of this list and check it. He will also note for the information of the Inspector his opinion of the discipline and general management of the school. He will see that the admission register (statement D annexed) is properly made up and that the attendance register is posted (statement E).

The Deputy Inspector will then, in communication with the manager of the school, fix a *centre* at which the school will be examined with any other schools examined at centres.

9. The scholars will be examined at the centre three times each year—in July, October, and March—on such dates as may be fixed by the Deputy Inspector in consultation with the manager.

10. On the results of these examinations the following grants will be allowed:—

				Rs.	a.	p.
For each scholar who passes the standard of Class			VII.B ...	1	0	0
Ditto	ditto	ditto	VII.A ...	1	0	0
Ditto	ditto	ditto	VI. ...	1	8	0
Ditto	ditto	ditto	V. ...	1	8	0
Ditto	ditto	ditto	IV. ...	2	0	0
Ditto	ditto	ditto	III. ...	3	0	0

11. After each examination, the Deputy Inspector will prepare a list (as in statement B annexed) of the scholars to be classified under each standard. Only scholars entered in this list will be eligible to earn grants at the ensuing examination of the school. The Deputy Inspector will himself note, in the proper column of the admission register, the date of the promotion of each scholar to the standard in which he is to appear at the next examination and will sign the entry.

12. A new scholar may be admitted to the *school* at any time, but he will not be admitted to any *standard for examination* until an examination takes place. He will then be placed in the class for which, in the opinion of the Deputy Inspector, he is fit, and his name will be registered in the statement of the classification of the school (statement B), and he will become eligible to earn a grant for passing the standard of the class at the next examination.

13. The manager is requested, during the course of the examination, to allot marks to each scholar concurrently with, but independently of, the Deputy Inspector. The decision as to whether the scholar has passed rests with the Deputy Inspector, but he is required to consider any objections urged by the manager, provided the latter has complied with the above request.

14. When the Deputy Inspector has decided which scholars are fit to be passed in each standard, he will make out a statement as in statement C annexed, which must be countersigned by the manager. He will submit this to the Inspector, who will pass a bill for the amount of the grant due under rule 10 and forward it to the manager, to be cashed at the Government treasury.

15. The Deputy Inspector will inspect the school *in situ* at least once a year and send to the Inspector a special report showing the state of discipline and describing the general management of the school. An additional grant not exceeding Rs. 24 for each year ending on the 31st March may be recommended by the Deputy Inspector for general good discipline, management, and school appliances. The Inspector will, on the receipt of the report, determine the amount of the annual grant to be made under this provision. The amount thus allowed will be entered in the bill passed by the Inspector under rule 14.

16. Every school receiving aid is required to maintain an admission and attendance register in the forms annexed (statements D and E), and a bound inspection book, in which the inspecting officer will record his remarks.

E. WHITE,

Dir. of Pub. Instruction, N.-W. P. and Oudh.

STATEMENT A.

Preliminary list of scholars in each class of the ———— *school on the* ———— 188—.

Class.	Serial number of the scholar in the admission register.	Name of scholar.	His age.	His father's name (note caste if Hindu, otherwise religion).	Date of his first admission to the school.	Remarks.
1	2	3	4	5	6	7

Signature of Headmaster ————

" *Manager* ————

STATEMENT B.

Statement of the classification of the school after the examination at ———— *centre on the* ———— 188—*by the Deputy Inspector of Schools,* ———— *District.*

Class.	Serial number of scholar in the admission register	Name of scholar.	His father's name (note caste if Hindu, otherwise religion)	Whether (a) he earned a grant and in which standard, or (b) failed at the examination, or (c) was newly admitted into the class under rule 12.	Remarks. Note the subjects in which the scholar failed.
1	2	3	4	5	6

In this statement the scholars of each class who, having passed a lower standard, have been promoted into the class should be first entered; the scholars who failed should be next entered, and finally the new admissions under rule 12.

STATEMENT C.

Return of grants earned by ———— *school at the examination held at* ———— *centre on the* ———— 188—.

Class.	Serial number of scholar in admission register.	Name of scholar.	His father's name (note caste if Hindu, otherwise religion).	Standard in which he passed.	Grant earned under rule 10.	Remarks. Note whether any discipline grant recommended under rule 15.
1	2	3	4	5	6	7

Signature of Deputy Inspector of Schools ————

" *Manager* ————

Amount of the grant passed by the Inspector, Rs. ————.

Signature of Inspector ————

STATEMENT D.

Admission Register.

The form of admission register is that prescribed under this office Circular No. 20 of 1885, which may be obtained from the Deputy Inspector of Schools. As, however, class VII is in statement F divided into two sections, section B and section A, column 7 of the register must be subdivided and the columns for the two middle classes (classes I and II) should be omitted. A strongly-bound book for permanent record must be provided by the managers for this register. The rules under Circular No. 20 of 1885 apply to the preparation of this register.

STATEMENT E.

Attendance Register.

The form to be adopted for the attendance register is that in use at the Government village schools, and it may be obtained from the Deputy Inspector of the district. A bound book must be supplied by the managers for the register.

STATEMENT F.

Standards under rule 6.

Subject.	Standard VII(*B.*)	Standard VII(*A.*)	Standard VI.	Standard V.	Standard IV.	Standard III.
Reading	To spell and read easy words of one syllable.	To read a short paragraph from the First Reader, *e. g.*, Mufid-ul-Mubtadi, Part I.	To read a short paragraph from Mufid-ul-Mubtadi, Part II, or similar book.	To read a passage from a more advanced reading book, as Talim-ul-Mubtadi, Part II.	To read a short passage in prose or poetry from a more advanced reading book, *e. g.*, Mufid-ul-Sibiyan, Maktub i-Ahmadi. Grammar as in Ḳawaid-i-Urdú, Part I.	To read a passage fluently from an advanced reading book, as Daira-i-ilm Tabiat, Mirat-ul-urus. Reading will be tested by passages from a newspaper or from a book not comprised in the school course. Allusions must be explained in the case of passages previously read. Grammar as in Ḳawaid-i-Urdu, Part II.
Writing	To copy easy words of one syllable.	To write to dictation words from the First Reader and to copy in manuscript characters a line of the same.	To write a passage of not more than three lines from the same book slowly read over once and then dictated word for word.	To write six lines from the reading book of the standard slowly read over once and then dictated a few words at a time.	To write eight lines from a reading book slowly read over once and then dictated in sections. To write a short letter.	To write to dictation a passage of ten lines not previously read in class. To write a letter on any subject of ordinary occurrence.
Arithmetic	To count and write figures up to 100.	To count up to 1,000. Simple addition and subtraction of numbers of not more than three figures. In addition not more than three lines to be given. Multiplication up to 6 ×12.	Notation and numeration up to 10,000,000 (one karor), multiplication and division.	First four rules, simple and compound.	Reduction and the compound rules in all weights and measures in common use; G. C. M. and L. C. M.; addition and subtraction of vulgar fractions; simple proportion.	Vulgar fractions; proportion; practice; simple interest; use of fractional parts.
					Geography.	*Geography.*
Extra ubjects	...	...	Map of the district.	Map of North-Western Provinces.	Geography of Northern India, with special reference to North-Western Provinces and Oudh.	General Geography, with special reference to India, Asia, and Europe.

GENERAL TABLES I TO VII.

I.—Abstract of number of Institutions and Attendance.
II.—Abstract of Expenditure.
III.—Details of Institutions and Attendance.
IV.—Details of Expenditure.
V.—Classification of Scholars.
VI.—Results of Examinations.
VII.—Distribution of Local and Municipal Expenditure.

GENERAL TABLE I.

Abstract Return of **Colleges, Schools,** *and* **Scholars** *in the North-Western Provinces and Oudh at the end of the official year* 1886-87.

(For details see General Table III.)

Area and Population.				Public Institutions.							Private Institutions.		Grand Total.	Percentage of—
				University education.		School Education, General.		School Education, Special.		Total of Public Institutions.				
Total area in square miles.	Number of towns* and villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		Advanced.	Elementary.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
106,111	Towns* ... 297 Villages ... 105,124 Total ... 105,421	Males. ... 22,912,556 Females 21,195,313 Total ... 44,107,869	Institutions: For males,	13	4	601	4,978	11	47	5,654	2,199	4,561	12.414	Institutions to No. of towns and villages. 11·8
			Institutions: For females ...	1	...	19	344	2	1	367	...	106	473	·4
			Total ...	14	4	620	5,322	13	48	6,021	2,199	4,637	12,887	12·2
			Scholars ... Males ...	1,059	251	65,007	171,812	382	2,657	241,168	22 089	53,208	316,465	Male scholars to male population of school-going age.† 9·2
			Scholars ... Females,	1	...	1,572	9,661	6	118	11,358	...	1,758	13,116	Female scholars to female population of school-going age † ·4
			Total ...	1,060	251	66,579	181,473	388	2,775	252,526	22,089	54,966	329,581	5·0

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A municipality, whatever its population, should be entered as a town.
† The population of school-going age is taken at 15 per cent. of the whole population.

GENERAL TABLE II.

Abstract Return of **Expenditure** *on Public Instruction in the North-Western Provinces and Oudh for the official year* 1886-87

(For details see General Table IV.)

	Total direct expenditure on Public Instruction.							Total indirect expenditure on Public Instruction.								Total, expenditure on Public Instruction.
	University Education.		*School Education, General.*		*School Education, Special.*		Total.									
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs	Rs.	Rs.	Rs.
1. Institutions ... { For males ...	2,18,632	1,33,500	8,68,453	5,87.642	47,248	36,917	18,92,392	12,819	38,462	2,40,427	99,714	2,31,073	12,872	62,510	6,97,877	28,68,305
{ For females ...	...	...	1,90,237	86,419	180	1,200	2,78,036									
Total ...	2,18,632	1,33,500	10,58,690	6,74,061	47,428	38,117	21,70,428	12,819	38,462	2,40,427	99,714	2,31,073	12,872	62,510	6,97,877	28,68,305
2. (a) Percentages* of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction ...	22·0	23·9	20·3	2·9	...	4·9	74·0	...	7·2	...	4·7	7·8	·2	6·1	26·0	100
(b) Percentages* of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction ...	·4	...	27·3	39·7	3·3	·1	70·8	...	...	17·7	2·5	6·4	·5	2·1	29·2	100
(c) Percentages* of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction ...	7·0	...	49 2	32 9	...	...	89·1	...	...	...	9·5	1·0	·4	...	10·9	100
(d) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction ...	7·6	4·7	36·9	23·5	1·7	1 3	75·7	·4	1 3	8·4	3·5	8·1	·4	2·2	24·3	100

* The percentages required for 2(*a*), 2(*b*), 2(*c*), are calculated from the figures given in columns 7*a*, 7*b*, 7*c*, respectively, of General Table IV.

GENERAL TABLE II.

Abstract Return of **Expenditure** *on Public Instruction in the North-Western Provinces and Oudh, for the official year* 1886-87—(concluded).

(For details see General Table IV.)

		Total direct expenditure on Public Instruction.							Remarks.
		University Education.		*School Education, General.*		*School Education, Special.*		Total.	
		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		
1		2	3	4	5	6	7	8	9
3. Average annual cost* of educating each pupil in—		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	* The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.
Departmental Institutions.	Cost to Provincial Revenues ...	126 13 3	...	19 12 9	...	...	...	75 5 5	
	Total cost ...	141 15 6	...	30 3 2	...	...	...	88 3 2	
Local Fund Schools.†	Cost to Local Funds ...	182 12 0	...	6 9	3 2 9	122 6 7	...	4 2 1	† The average cost of each pupil in Local Fund and Municipal Schools is obtained from the figures given in General Table VII.
	Total cost ...	208 8 0	...	8 15 9	3 3 11	122 15 4	...	4 11 4	
Municipal Schools.†	Cost to Provincial Revenues ...	...	...	0 2 8	...	...	...	0 0 8	
	Cost to Municipal Funds ...	...	...	7 6 8	4 0 9	...	...	4 14 4	
	Total cost ...	...	...	10 14 1	4 12 1	...	...	6 4 10	
Other Departmental Institutions.	Cost to Provincial Revenues ...	...	797 11 8	...	...	...	8 3 4	45 1 6	
	Cost to Local & Municipal Funds	...	...	...	...	...	...	...	
	Total cost ...	...	797 11 8	...	...	...	11 1 9	47 13 9	
Aided Institutions.	Cost to Provincial Revenues ...	100 14 6	32 10 7	5 15 9	1 6 11	...	...	5 6 0	
	Cost to Local & Municipal Funds,	25 11 2	...	5 13 2	2 15 6	25 0 0	5 13 11	4 15 3	
	Total cost ...	309 13 3	93 0 0	37 6 3	11 6 10	95 14 0	12 8 0	30 9 4	
Unaided Institutions...	Total cost ...	680 1 8	48 1 4	14 1 3	5 14 5	...	...	15 4 4	
All Institutions.	Cost to Provincial Revenues ...	113 11 0	526 7 5	1 11 2	0 1 4	...	7 12 3	1 12 1	
	Cost to Local & Municipal Funds,	10 2 9	...	6 5 10	3 2 10	116 6 11	0 5 1	4 8 7	
	Total cost ...	210 6 9	547 2 1	16 8 3	3 12 10	121 4 9	11 2 11	9 9 4	

GENERAL TABLE III.

(a) *Return of* **Colleges, Schools** *and* **Scholars** *in the North-Western Provinces and Oudh, for the official year* 1886-87.

Class of Institutions.	PUBLIC INSTITUTIONS. Under Public Management. Maintained by the Department. Number of Institutions.	Number of Scholars on the rolls on 31st March, 1887.	Average number on the rolls monthly during the year.	Average daily attendance.	Maintained by Local Fund and Municipal Boards. Number of Institutions	Number of Scholars on the rolls on 31st March, 1887.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
Arts Colleges.								
University Education. English	2	200	213	194	1	12	12	12
Oriental	1	486	459	427	...	...	...	...
Colleges or Departments of Colleges for professional training.								
Law	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...
Total ...	3	686	672	621	1	12	12	12
Secondary Schools.								
School Education, General. For Boys ... English	1	571	564	500	46	8,067	8,238	6,828
For Boys ... Vernacular	1	66	59	51	442	40,002	37,294	30,940
For Girls ... English	...	...	...	...	...	...	...	...
For Girls ... Vernacular	...	...	...	...	...	...	...	...
Total ...	2	637	623	551	488	48,069	45,532	37,768
Primary Schools.								
For Boys	...	...	...	...	4,835	165,029	161,108	127,802
For Girls	...	...	...	...	168	3,753	3,692	2,862
Total ...	...	...	...	...	5,003	168,782	164,800	130,664
Schools for Special Instruction.								
School Education, Special. Training Schools for Masters	...	...	...	...	10	356	361	338
Training Schools for Mistresses	...	...	...	...	2	6	6	6
Medical Schools	...	...	...	...	...	...	...	...
Industrial Schools For males	...	...	...	...	...	...	...	...
Industrial Schools For females	...	...	...	...	...	...	...	...
Patwáris' Schools	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	12	362	367	344
Total of Colleges and Schools for Public Instruction.	5	1,323	1,295	1,172	5,504	217,225	210,711	168,788

GENERAL

(a)—*Return of* **Colleges, Schools,** *and* **Scholars** *in the North-*

Class of Institutions.	PUBLIC INSTITUTIONS—(*concluded*). Under Public Management. A—*Aided by the Department, or by Local Fund or Municipal Boards.* B—*Maintained by other Departments.* Number of Institutions.	Number of scholars on the rolls on 31st March, 1887.	Average number on the rolls monthly during the year.	Average daily attendance.	Under Private Management. *Aided by the Department or by Local Fund or Municipal Board.* Number of institutions.	Number of scholars on the rolls on 31st March, 1887.	Average number on the rolls monthly during the year.	Average daily attendance.	*Unaided.* Number of institutions.	Number of scholars on the rolls on 31st March, 1887.	Average number on the rolls monthly during the year.	Average daily attendance.
	10	11	12	13	14	15	16	17	18	19	20	21
Arts Colleges.												
University Education. English	...	...	...	...	4	237	235	206	(a) 5	29	29	26
Oriental	...	...	...	...	1	96	91	81	...	...	...	...
Colleges or Departments of Colleges for Professional Training.												
Law	A1	68	60	46	1	(c) 15	14	9	(b) 1	10	12	8
Engineering	B1	158	158	158	...	...	...	...	...	...	...	...
Total ...	2	226	218	204	6	348	340	296	6	39	41	34
Secondary Schools.												
School Education, General. For boys, English ...	...	...	...	...	77	13 227	13,228	10,741	9	905	848	628
For boys, Vernacular ...	...	...	...	...	14	1,249	1,297	1,034	11	920	991	744
For girls, English ...	...	...	...	...	17	1,176	1,186	1,052	...	...	...	...
For girls, Vernacular ...	...	...	...	...	2	396	391	382	...	...	...	...
Total ...	...	...	...	...	110	16,048	16,102	13,209	20	1,825	1,839	1,372
Primary Schools.												
For boys	A8	271	258	208	92	5,010	5,006	3,897	43	1,502	1,511	1,204
For girls	...	...	...	...	159	5,527	5,360	4,480	17	381	356	315
Total ...	8	271	258	208	251	10,537	10,366	8,377	60	1,883	1,867	1,519
Schools for Special Instruction.												
School Education, Special. Training Schools for Masters...	...	...	...	...	1	26	24	21	...	...	...	...
Training Schools for Mistresses.	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	B1	125	129	123	...	...	...	...	...	...	...	...
Industrial Schools. For males ...	...	...	...	...	1	72	68	60	...	...	...	...
Industrial Schools. For females ...	...	...	...	...	1	118	116	112	...	...	...	...
Other Schools, Patwáris' Schools.	B45	2,460	3,095	1,578	...	...	...	...	...	...	...	...
Total ...	46	2,585	3,224	1,701	3	216	208	193	...	...	...	...
Total of Colleges and Schools for Public Instruction.	56	3,082	3,700	2,113	370	27,149	27,016	22,075	86	3,747	3,747	2,925

Private Institutions ...
1. Advanced Teaching—
(a) Arabic or Persian ... ...
(b) Sanskrit ... ...
(c) Any other Oriental Classic ... ...
2. Elementary, teaching a Vernacular only or mainly ... For boys ... For girls ...

Total ...

GRAND TOTAL ...

1. The term classical language in column 25

TABLE III.—(*concluded.*)

Western-Provinces and Oudh for the official year 1886-87.

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March, 1887.	*Number of Scholars on the 31st of March, 1887, Learning*			*Classification of Scholars on the 31st of March, 1887, according to Race or Creed.*					Remarks.
		English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	
22	23	24	25	26	27*a*	27*b*	27*c*	27*d*	27*e*	28
12	478	477	389	1	11	9	395	63	...	
2	582	43	548	34	...	...	520	62	...	
3	93	93	...	...	5	4	70	14	...	(*a*) Including the College Department for girls attached to the Girls' High School, Allahabad, attended by one girl.
1	158	...	...	...	68	1	69	20	...	(*b*) This is under public management.
18	1,311	613	937	35	84	14	1,054	159	...	(*c*) Besides these 24 students of the Arts classes also attended the law classes.
133	22,770	21,867	11,191	12,294	989	881	16,548	4,316	36	
468	42,237	163	5,877	41,224	...	49	32,093	10,051	44	
17	1,176	1,119	158	552	856	315	2	...	3	
2	396	220	183	521	...	385	11	...	...	
620	66,579	23,369	17,409	54,591	1,845	1,630	48,654	14,367	83	
4,978	1,71,812	3,761	7,651	1,73,193	338	609	1,46,991	23,777	97	
344	9,661	537	95	10,163	95	1,008	5,512	3,045	1	
5,322	1,81,473	4,298	7,746	1,83,356	433	1,617	1,52,503	26,822	98	
11	382	...	34	642	...	26	273	83	...	
2	6	...	...	6	...	...	6	...	...	
1	125	...	...	...	2	37	50	36	...	
1	72	...	...	104	...	72	...	...	...	
1	118	...	...	...	...	118	...	...	...	
45	2,460	...	...	2,460	...	...	2,406	54	...	
61	3,163	...	34	3,212	2	253	2,735	173	...	264 Girls in Boys' schools.
6,021	2,52,526	28,280	26,126	2,41,194	2,364	3,514	2,04,946	41,521	181	146 Boys in Girls' schools.
1,608	13,373	...	13,373	...	...	...	4,820	8,523	30	
535	8,189	...	8,189	...	...	...	8,183	6	...	
56	527	...	527	...	...	...	424	103	...	
4,561	53,208	1,020	19,759	33,112	...	802	34,364	17,836	206	
106	1,758	...	578	1,180	...	123	684	935	16	
6,866	77,055	1,020	42,426	34,292	...	925	48,475	27,403	252	9 Girls in Boys' schools.
12,887	3,29,581	29,300	68,552	2,75,486	2,364	4,439	2,53,421	68,924	433	273 Total Girls in Boys' schools. 146 do. Boys in Girls' schools.

includes European and Oriental classical languages.

GENERAL

Return of **Expenditure** *on Public Instruction*

Object of Expenditure.		PUBLIC IN						
		UNDER PUBLIC						
		Maintained by the Department.						
		Provincial Revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1		2a	2b	2c	2d	2e	2f	2
	Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.	English	71,424	...	...	8,500	...	1,416	81,340
	Oriental	13,804	...	...	...	...	259	14,063
	Colleges or Departments of Colleges for Professional Training.							
	Law	...	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...	...
	Total ...	85,228	...	...	8,500	...	1,675	95,403
	Secondary Schools.							
SCHOOL EDUCATION, GENERAL.	For boys ... English	10,130	...	...	6,479	...	...	16,609
	For boys ... Vernacular	2,204	...	...	...	...	...	2,204
	„ girls ... English	...	...	...	...	...	...	...
	„ girls ... Vernacular	...	...	...	...	...	...	...
	Total ...	12,334	...	...	6,479	...	...	18,813
	Primary Schools.							
	For boys	...	...	...	...	...	...	...
	„ girls	...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...	...
	Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL.	Training Schools for Masters	...	...	...	...	...	...	...
	Ditto for Mistresses	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...
	Industrial Schools for males	...	...	...	...	...	...	...
	Ditto for Females	...	...	...	...	...	...	...
	Patwáris' Schools	...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...	...
University		...	...	...	...	...	...	...
Direction		...	...	...	...	...	...	...
Inspection		...	...	...	...	...	...	...
Scholarships held in	Arts Colleges	6,266	12	132	...	...	4,406	10,816
	Professional Colleges	...	...	...	...	...	...	...
	Secondary Schools	536	867	...	...	...	358	1,761
	Primary Schools	...	...	...	...	...	...	...
	Special Schools other than Training Schools.	...	...	...	...	...	...	...
Buildings		34,099	...	...	...	...	...	34,099
Furniture and Apparatus (Special grants only)		459	...	...	...	...	...	459
Miscellaneous.		5,292	...	...	...	...	...	5,292
	Total ...	46,652	879	132	...	...	4,764	52,427
Total expenditure on Public Instruction		1,44,214	879	132	14,979	...	6,439	1,66,643

(b) The excess fee income in.

TABLE IV.

in the North-Western Provinces and Oudh, for the official year 1886-87.

STITUTIONS.

MANAGEMENT.

Maintained by Local Fund and Municipal Boards.							*A.—Aided by the Department or Local Fund or by Municipal Board. B. Maintained by other departments.*						
Provincial Revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
3a	3b	3c	3d	3e	3f	3	4a	4b	4	4d	4e	4f	4
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.
...	2,193	...	309	...	...	2,502	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	1 500	...	...	3,300	...	...	A 4,800
...	...	...	...	...	...	...	1,26 041	...	...	...	...	...	B 1,26,041
...	2,193	...	309	...	...	2,502	1,27,541	...	...	3,300	...	...	1,30,841
240	1,46,356	13,803	69,661	950	5,142	2,36,152	...	...	...	...	...	...	...
...	1,46,198	7,896	18,202	1,376	2,045	1,75,717	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
240	2,92,554	21,699	87,863	2,326	7,187	4,11,869	...	...	...	...	...	...	...
318	4 94,859	19,372	6,598	1,070	1,193	5,23,410	...	272	231	20	60	...	A 583
...	16,575	1,373	...	226	66	18,240	...	...	..	...	...	...	...
318	5,11,434	20,745	6,598	1,296	1,259	5,41,650	...	272	231	20	60	...	583
...	44,745	...	...	...	202	44,947	...	...	...	...	...	...	...
...	180	...	...	...	...	180	...	...	...	...	...	...	...
...	...	...	...	...	...	...	14,822	...	...	...	...	...	B 14,822
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	11,649	...	...	(b) 8,962	...	384	B 20,995
...	44,925	...	...	...	202	45,127	26,471	...	...	8,962	...	384	35,817
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
132	...	228	...	...	...	360	...	...	...	...	...	...	...
...	...	...	...	...	...	...	600	...	192	...	...	1,496	A & B 2,288
4,292	27,545	3,852	...	...	1,473	37,162	...	...	...	...	...	...	...
...	129	122	...	...	14	265	...	...	...	...	...	...	...
...	...	...	...	...	...	...	10,652	...	2,040	...	2,040	288	B 15,020
693	84,062	325	157	212	73	85,522	...	...	...	...	...	...	...
...	7,161	189	796	5	313	8,464	200	...	...	...	...	...	B 200
...	5 339	1	319	...	60	5,719	1,000	...	...	...	...	...	B 1,000
5,117	1,24,236	4,717	1,272	217	1,937	1,37,492	12,452	...	2,232	...	2,040	1,784	18,508
5,675	9,75,342	47,161	96,042	3,839	10,581	11,38,640	1,66,464	272	2,463	12,282	2,100	2,168	1,85,749

Rohilkhand amounts to Rs. 1,606.

GENERAL

Return of **Expenditure** *on Public Instruction in the North-*

Object of Expenditure.		PUBLIC IN						
		UNDER PRIVATE						
		Aided by the Department or by Local Fund or Municipal Boards.						
		Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1		5a	5b	5c	5d	5e	5f	5
	Arts Colleges.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.	English	30,264	3,072	5,305	6,369	1,312	48,707	95 029
	Oriental	2,631	...	...	21	...	3,323	5,975
	Colleges or Departments of Colleges for Professional Training.							
	Law	917	...	...	386	...	779	2,082
	Engineering...	...	...	...	...	...	...	...
	Total ...	**33,912**	**3,072**	**5,305**	**6,776**	**1,312**	**52 809**	**1,03,086**
	Secondary Schools.							
SCHOOL EDUCATION, GENERAL.	For boys ... English ...	68,033	66,404	14,624	95,529	31,732	1,23,326	3,99,648
	For boys ... Vernacular ...	1,200	3,378	876	1,230	2,588	2,960	12,232
	„ girls ... English ...	27,123	5,340	...	49,332	10,648	85,660	1,78,103
	„ girls ... Vernacular ...	...	3,120	...	36	...	8,978	12,134
	Total ...	**96,356**	**78,242**	**15,500**	**1,46,127**	**44,968**	**2,26,924**	**6,02,117**
	Primary Schools.							
	For boys	8,487	12,176	2,639	7,019	11,825	12,779	54,925
	„ girls	6,719	15 062	1,196	3,181	10,647	29,079	65,884
	Total ...	**15,206**	**27,238**	**3,835**	**10,200**	**22,472**	**41,853**	**1,20,809**
	Schools for Special Instruction.							
SCHOOL EDUCATION, SPECIAL.	Training Schools for Masters ...	...	600	...	...	...	1,701	2,301
	Ditto for Mistresses ...	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...
	Industrial Schools for males ...	...	600	...	...	...	500	1,100
	Ditto for females	...	480	...	...	720	...	1,200
	Patwaris' Schools	...	...	...	...	...	...	...
	Total ...	...	**1,680**	...	...	**720**	**2,201**	**4,601**
University		...	...	...	...	...	...	...
Direction		...	...	...	...	...	...	...
Inspection		...	...	...	...	...	...	...
Scholarships held in	Arts Colleges	1,644	24	154	...	...	9,460	11,282
	Professional Colleges ...	...	...	...	...	...	...	...
	Secondary Schools ...	1,143	1,835	455	...	...	9,357	12,790
	Primary Schools ...	...	2,880	...	...	...	4,209	7,089
	Special Schools other than Training Schools.	...	...	...	...	...	...	...
Buildings		6,903	3,224	450	24,315	28,776	47,784	1,11,452
Furniture and Apparatus (Special grants only) ...		450	178	100	288	1,033	1,700	3,740
Miscellaneous		...	1,018	12	679	479	211	2,390
	Total ..	**10,140**	**9,159**	**1,171**	**25,273**	**30,288**	**72,721**	**1,48,752**
Total expenditure on Public Instruction ...		**1,55,514**	**1,19,391**	**25,811**	**1,88,376**	**99,760**	**3,90,513**	**9,79,365**

(a) From

(c) This is the sum expended by the Calcutta University in examining students

(d) From Pro

(e) Including Rs. 26,573

(f) Including Rs. 21,536

TABLE IV—(*concluded.*)

Western Provinces and Oudh, for the official year 1886-87.

STITUTIONS.									
MANAGEMENT.				TOTAL EXPENDITURE FROM—					
Unaided.									
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	All other sources.	GRAND TOTAL.
6a	6b	6c	6	7a	7b	7c	7d	7e	7
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.
699	9,108	9,916	19,723	1,01,688	5,265	5,305	15,877	70,459	1,98 594
...	...	...	...	16,435	...	...	21	3,582	20,038
577	...	...	577	2,417	...	...	4,263	779	7,459
...	...	...	...	1,26,041	...	...	...	...	1,26,041
1,276	**9,108**	**9,916**	**20,300**	**2,46,581**	**5,265**	**5,305**	**20,161**	**74,820**	**3,52,132**
2,297	3,252	12,364	17,913	78,403	2,12,760	28,427	1,73,966	1,76,766	6,70,322
1,183	677	6,118	7,978	3,404	1 49,576	8,772	20,615	15,764	1,98,131
...	...	...	...	27,123	5,340	...	49,332	96,308	1,78 103
...	...	...	...	...	3,120	...	36	8,978	12,134
3,480	**3,929**	**18,482**	**25,891**	**1,98,930**	**3,70,796**	**37,199**	**2,43,949**	**2,97,816**	**10,58,690**
756	3,422	4,546	8,724	8,805	5 07,307	22,242	14,393	34,895	5 87,642
...	(a)230	2 065	2,295	6,719	31,637	2,569	3,181	42,313	86,419
756	**3,652**	**6,611**	**11,019**	**15,524**	**5,38,944**	**24,811**	**17,574**	**77,208**	**6,74,061**
...	...	...	...	...	45,345	...	...	1,903	47,248
...	...	...	...	...	180	...	...	...	180
...	...	...	...	14,822	...	...	...	...	14,822
...	...	...	...	...	600	...	...	500	1,100
...	...	...	...	...	480	...	...	720	1,200
...	...	...	...	11,649	...	...	8,962	384	20,995
...	**...**	**...**	**...**	**26,471**	**46,605**	**...**	**8,962**	**3,507**	**85,545**
..	...	...	...	...	...	...	(c)12,819	...	12,819
..	...	...	...	38,462	...	...	...	...	38,462
..	...	...	...	...	2,40,412	...	...	15	2,40 427
..	(d)773	108	881	8,042	36	514	...	14,747	23,339
...	...	...	...	600	...	192	...	1,496	2,288
...	...	...	...	5,971	30,247	4,307	...	11,188	51 713
...	...	...	...	...	3,009	122	...	4,223	7,354
...	...	...	...	10,652	...	2,040	...	2,328	15,020
...	...	...	...	41,695	87,286	775	21,472	76,845	2,31,073
...	...	...	...	1,109	7,339	289	1,084	3,051	12,872
...	...	...	...	(e)32,865	(f)27,893	13	989	750	62,510
...	**773**	**108**	**881**	**1,39,396**	**3,96,222**	**8,252**	**39,364**	**1,14,643**	**6,97,877**
5,512	**17,462**	**35,117**	**58,091**	**5,36,902**	**13,57,832**	**75,567**	**3,30,010**	**5,67,994**	**28,68,305**

Municipal funds.
from the colleges of those provinces The receipts from fees = Rs. 14,040.
vincial funds.
not shown in details,
not shown in details.

GENERAL

Return of the **Stages** *of* **Instruction** *of pupils in Public Schools for General Edu*

Class of Schools.			Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools—										
For Boys	Departmental	English	1	571	76	...	76	144	...	144
		Vernacular	1	66	23	...	23	43	...	43
	Local Fund	English	36	7,400	624	...	624	1,908	...	1,908
		Vernacular	436	39,220	50	...	50	7,678	...	7,678
	Municipal	English	10	667	2	...	2	107	...	107
		Vernacular	6	782	...	...	...	83	...	83
	Aided	English	77	13 227	875	...	875	2,465	...	2,465
		Vernacular	14	1,249	95	...	95	252	...	252
	Unaided	English	9	905	32	...	32	164	...	164
		Vernacular	11	920	12	...	12	127	...	127
	Total		601	65,007	1,789	...	1,789	12,971	...	12,971
For Girls	Aided	English	17	1,176	...	39	39	...	305	305
		Vernacular	2	396	...	...	...	...	35	35
	Total		19	1,572	...	39	39	...	340	340
Total Secendary Schools			620	66,579	1,789	39	1,828	12,971	340	13,311
Primary Schools—										
For Boys	Local Fund		4,732	1,60,987	...	...	...	...	...	...
	Municipal		103	4,042	...	...	...	...	...	...
	Aided		100	5,281	...	...	...	...	...	...
	Unaided		43	1.502	...	...	...	...	...	...
	Total		4,978	1,71,812	...	...	...	...	...	...
For Girls	Local Fund		158	3,500	...	...	...	...	...	...
	Municipal		10	253	...	...	...	...	...	...
	Aided		159	5,527	...	...	...	...	...	...
	Unaided		17	381	...	...	...	...	...	...
	Total		344	9,661	...	...	...	...	...	...
Total Primary Schcols			5,322	1,81,473	...	...	...	...	...	...
Grand-Total			5,942	2,48,052	1,789	39	1,828	12,971	340	13,311

TABLE V.

cation in the North-Western Provinces and Oudh at the end of the official year 1886-87.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
213	...	213	138	...	138	...	...	...	571	...	571
...	...	...	...	...	...	...	...	...	66	...	66
2,266	...	2,266	2,602	...	2,602	...	...	...	7,400	...	7,400
8,695	...	8,695	21,221	...	21,221	1,576	...	1,576	39,220	...	39,220
137	...	137	421	...	421	...	...	...	667	...	667
135	...	135	469	...	469	95	...	95	782	...	782
3,201	...	3,201	6,352	...	6,352	334	...	334	13,227	...	13,227
295	...	295	560	...	560	47	...	47	1,249	...	1,249
179	...	179	507	...	507	23	...	23	905	...	905
181	...	181	561	...	561	39	...	39	920	...	920
15,302	...	15,302	32,831	...	32,331	2,114	...	2,114	65,007	...	65,007
...	543	543	...	276	276	...	13	13	...	1,176	1,176
...	71	71	...	270	270	...	20	20	...	396	396
...	614	614	...	546	546	...	33	33	...	1,572	1,572
15,302	614	15,916	32,831	546	33,377	2,114	33	2,147	65,007	1,572	66,579
33,212	...	33,212	1,19,049	...	1,19,049	8,726	...	8,726	1,60,987	...	1,60,987
372	...	372	3,239	...	3,239	431	...	431	4,042	...	4,042
683	...	683	4,146	...	4,146	452	...	452	5,281	...	5,281
220	...	220	1,151	...	1,151	131	...	131	1,502	...	1,502
34,487	...	34,487	1,27,585	...	1,27,585	9,740	...	9,740	1,71,812	...	1,71,812
...	167	167	...	2,776	2,776	...	557	557	...	3,500	3,500
...	4	4	...	221	221	...	28	28	...	253	253
...	376	376	...	4,712	4,712	...	439	439	...	5,527	5,527
...	...	...	...	285	285	...	96	96	...	381	381
...	547	547	...	7,994	7,994	...	1,120	1,120	...	9,661	9,661
34,487	547	35,034	1,27,585	7,994	1,35,579	9,740	1,120	10,860	1,71,812	9,661	1,81,473
49,789	1,161	50,950	1,60,416	8,540	1,68,956	11,854	1,153	13,007	2,36,819	11,233	2,48,052

GENERAL

Return showing the **Results of Prescribed Examinations** *in the North-*

Nature of Examination.	Number of Institutions sending Examinees.				Number of		
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.
1	2	3	4	5	6	7	8
Arts Colleges—							
1. Master of Arts	2	2	...	4	10	4	...
2. Bachelor of Arts	2	3	1	6	38	46	4
3. First Arts	3	4	3	10	64	80	12
Engineering.							
Roorkee College Examinations.							
1. Engineers					9	...	...
2. Upper subordinates					33	...	...
3. Lower ditto	1	...	...	1	46	...	...
4. College Entrance Examination. Engineer					38	...	...
5. College Entrance Examination. Upper subordinate ...					78	...	..
6. College Entrance Examination. Lower ditto ...					208	...	...
Schools of General Education							
Matriculation ... Boys	25	33	3	61	333	376	17
Matriculation ... Girls	...	5	...	5	...	15	...
Public Service Certificate Examination. English	37	63	14	114	913	810	101
Public Service Certificate Examination. Vernacular	406	31	13	450	2,501	196	30
Schools of Special Instruction—							
1. Training School Examination for Masters. Upper ...	10	1	..	11	140	3	...
1. Training School Examination for Masters. Lower ...					208	11	...
2. Training School Examination for Mistresses. Upper ...	2	...	...	2	2	...	...
2. Training School Examination for Mistresses. Lower ..							
Benares Sanskrit College Examination.							
1. Pratham Pariksha					29	...	...
2. Madhyama	1	...	...	1	24	...	...
3. Acharya and Upadhya					11	...	...
Patwaris' Examination.							
1. Upper grade	45	...	...	45	2,264	...	...
2. Lower grade					2,984	...	...

TABLE VI.

Western Provinces and Oudh, during the official year 1886-87.

Examinees.		Number passed.					Race or Creed of passed scholars.			
Private students.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.
9	10	11	12	13	14	15	16a	16b	16c	16d
...	14	5	1	...	...	6	...	...	6	...
...	88	29	34	3	...	66	...	...	57	9
...	156	38	51	7	...	96	3	...	80	13
...	9	9	...	...	...	9	4	...	5	...
...	33	33	...	...	...	33	24	...	8	1
...	46	45	...	...	...	45	...	1	34	10
...	38	15	...	...	...	15	11	1	3	...
...	78	29	...	...	...	29	20	...	8	1
...	208	42	...	...	...	42	...	...	34	8
...	726	243	208	12	...	463	* 24	2	355	8 2
...	15	...	14	...	...	14	8	6	...	...
1,001	2,825	538	353	33	225	1,149	...	15	932	202
1,830	4,557	1,306	62	9	281	1,658	...	...	1,245	413
825	1,187	122	2	...	160	284	...	12	495	93
		111	10	...	195	316				
...	2	1	...	...	...	1	...	...	1	...
...	29	25	...	...	...	25	...	...	25	...
...	24	17	...	...	...	17	...	...	17	...
...	11	7	...	...	...	7	...	...	7	...
..	2,264	1,152	...	...	...	1,152	No details of race or creed of passed candidates received.			
...	2.984	1,478	...	...	...	1,478				

GENERAL

Return showing the **Distribution of Local Fund and Municipal Expenditure** *on Public*

Objects of Expenditure.		Expenditure of Local Fund — In Institutions maintained: Number of Institutions.	Number of Scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local rates or cesses.
1		2	3	4	5	6	7
	Arts Colleges.					Rs.	Rs.
University Education.	English	1	12	12	12	...	2,193
	Total	1	12	12	12	...	2,193
	Secondary Schools.						
School Education, General.	For Boys ... ... English	36	7,400	7,558	6,299	...	1,44,356
	For Boys ... ... Vernacular	436	39,220	36,553	30,339	...	1,46,078
	For Girls ... ... English	...	...	...	...	...	...
	For Girls ... ... Vernacular	...	...	...	...	...	...
	Total	472	46,620	44,111	36,638	...	290,434
	Primary Schools.						
	For Boys	4,732	1,60,987	157,148	124,619	318	493,479
	For Girls	158	3,500	3,435	2,657	...	16,395
	Total	4,890	1,64,487	160,583	127,276	318	509,874
	Schools for Special Instruction.						
School Education, Special.	Training Schools for Masters	10	356	361	338	...	44,745
	Training Schools for Mistresses	2	6	6	6	...	180
	Industrial Schools for Males	...	...	...	...	...	...
	Do. do. for Females	...	...	...	...	...	...
	Total	12	362	367	344	...	44,925
Inspection		...	...	...	...	...	...
Scholarships held in ...	Arts Colleges	...	...	...	...	132	...
	Professional Colleges ...	...	...	...	...	...	...
	Secondary Schools ...	...	...	...	...	4,292	27,427
	Primary Schools ...	...	...	...	...	...	129
	Special Schools other than Training Schools.	...	...	...	...	...	...
Buildings		...	...	...	...	693	83,958
Furniture and Apparatus (Special Grants only)		...	...	...	...	...	7,161
Miscellaneous		...	...	...	...	...	5,218
Total		...	...	...	...	5,117	1,23,893
Grand Total		5,375	2,11,481	205,073	164,270	5,435	9,71,319

TABLE VII.

Instruction in the North-Western Provinces and Oudh for the official year 1886-87.

Boards on Public Instruction.								Total Local Fund Expenditure on Public Instruction.
by Local Fund Boards.					*In Institutions maintained by—*			
Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Municipal Boards.	Private persons or Associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	309	...	...	2,502	...	...	3,072	5,265
...	309	...	...	2,502	...	...	3,072	5,265
6,003	68,162	590	5,142	2,24,253	...	2,000	66,404	2,12,760
5,154	17,502	1,376	2,045	1,72,155	...	120	3,378	1,40,576
...	...	...	...	...	...	...	5,340	5,340
...	...	...	...	...	...	...	3,120	3,120
11,157	85,664	1,966	7,187	3,96,408	...	2,120	78,242	3,70,796
3,413	5,320	904	1,193	5,04,627	...	1,380	12,448	5,07,307
272	...	226	66	16,959	...	180	15,062	31,637
3,685	5,320	1,130	1,259	5,21,586	...	1,560	27,510	5,38,944
...	...	...	202	44,947	...	...	600	45,345
...	...	...	...	180	...	...	...	180
...	...	...	...	...	...	...	600	600
...	...	...	...	...	...	...	480	480
	...	...	202	45,127	...	...	1,680	46,605
...	...	...	...	...	...	...	...	2,40,412
228	...	...	...	360	12	...	24	36
...	...	...	...	...	...	...	...	...
3,804	...	...	1,465	36,988	867	118	1,835	30,247
115	...	...	14	258	...	...	2,880	3,009
...	...	...	...	...	...	...	...	...
6	157	212	65	85,091	...	104	3,224	87,236
...	781	5	313	8,260	...	...	178	7,339
...	319	...	60	5,597	...	121	1,018	(c) 27,893
4,153	1,257	217	1,917	1,36,554	879	343	9,159	3,96,222
18,995	92,550	3,313	10,565	11,02,177	879	4,023	1,19,663	13,57,832

GENERAL

Return showing the **Distribution of Local Fund and Municipal Expenditure** *on Public*

	Objects of Expenditure.	Expenditure of Municipal Boards — In Institutions maintained: Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.
	1	17	18	19	20	21
	Arts Colleges.					Rs
University Education.	English	...	...	...	...	...
	Total	...	...	...	...	...
	Secondary Schools.					
School Education, General.	For Boys ... English	10	667	680	529	240
	For Boys ... Vernacular	6	782	741	601	...
	For Girls ... English	...	...	...	...	...
	For Girls ... Vernacular	...	...	...	...	...
	Total	**16**	**1,449**	**1,421**	**1.130**	**240**
	Primary Schools.					
	For Boys	103	4,042	3,960	3,183	...
	For Girls	10	253	257	205	...
	Total	**113**	**4,295**	**4,217**	**3,388**	...
	Schools for Special Instruction.					
School Education, Special.	Training Schools for Masters	...	...	...	...	...
	Training Schools for Mistresses	...	...	...	...	...
	Industrial Schools for Males	...	...	...	...	...
	Do. do. for Females	...	...	...	...	...
	Total	...	...	...	...	
	Inspection	...	...	...	...	...
	Scholarships held in ... Arts Colleges	...	...	...	...	...
	Professional Colleges ...	...	...	...	...	...
	Secondary Schools ...	...	...	...	...	...
	Primary Schools	...	...	...	...	...
	Special Schools other than Training Schools.	...	...	...	...	...
	Buildings	...	...	...	...	...
	Furniture and Apparatus (Special Grants only)	...	...	...	...	...
	Miscellaneous	...	...	...	...	...
	Total	...	...	...	...	...
	Grand Total	**129**	**5,744**	**5,638**	**4,518**	**610**

(*a*) Including Rs. 230 from Municipal
(*b*) In Institutions maintained by other
(*c*) Including Rs. 21,536, from Local on

TABLE VII—(*concluded*).

Instruction in the North-Western Provinces and Oudh, for the official year 1886-87.

ON PUBLIC INSTRUCTION.										
by Municipal Boards.						*In Institutions maintained by—*				
Municipal rates.	Local Fund grants.	Fees.	Subscriptions	Endowments and other sources.	Total.	The Department.	Local Fund Boards.	Private persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.
22	23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	5,305	5,305	10,570
...	...	...	...	...	...	...	...	5,305	5,305	10,570
7,800	2 000	1,499	360	...	11 899	...	6,003	14,624	28,427	2,41,187
2,742	120	700	...	...	3,562	...	5,154	876	8,772	1,58,348
...	...	..	...	...	...	...	...	...	...	5,340
...	...	...	...	...	...	...	...	...	...	3,120
10,542	2,120	2,199	360	...	15,461	...	11,157	15,500	37,199	4,07,995
15,959	1,380	1,278	166	...	18,783	...	3,413	2,870	22,242	5,20,549
1,101	180	...	...	...	1,281	...	272	(a)1,426	(a)2,799	(a)34,436
17,060	1,560	1,278	166	...	20,064	...	3,685	4,296	25,041	5,63,985
...	...	...	...	...	...	...	...	...	...	45,345
...	...	...	...	...	...	...	...	.	...	180
...	...	...	...	...	...	...	...	...	...	600
...	...	...	...	...	...	...	...	...	...	480
...	...	...	...	...	...	...	...	...	...	46,605
...	...	...	...	...	...	...	...	...	...	2,40,412
...	..	...	...	...	...	132	228	154	514	550
...	...	...	...	...	...	(b)192	.	...	(b)192	(b)192
48	118	...	...	8	174	...	3,804	455	4,307	34,554
7	...	...	...	...	7	.	115	...	122	3,131
...	.	...	...	...	...	(b)2,040	...	...	2,040	2,040
319	104	...	...	8	431	...	6	450	775	88,061
189	...	15	...	...	204	...	...	100	289	7,628
1	121	...	...	...	122	...	...	12	13	(c)27,906
564	343	15	...	16	938	2,364	4,153	1,171	8,252	4,04,474
23,166	4,023	3,492	526	16	36,463	2,364	18,995	26,272	75,797	14,33,629

Funds in Unaided Schools.
Departments
account of Book Depôt charges, Oudh, not shown in detail.